

Chilton Trinity Technology College

Inspection report

Unique Reference Number	123881
Local Authority	Somerset
Inspection number	359541
Inspection dates	3–4 March 2011
Reporting inspector	Edward Wheatley

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	936
Appropriate authority	The governing body
Chair	Eileen Tipper
Headteacher	Patricia Hollinghurst
Date of previous school inspection	28 November 2007
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Introduction

This inspection was carried out by five additional inspectors who saw 33 lessons taught by 33 teachers. Meetings were held with staff, members of the governing body, the National Challenge Adviser and pupils. Inspectors observed the school's work, and looked at documentation about pupils' progress, and policies, particularly those in respect of safeguarding, school development planning and evidence of self-evaluation. They considered 318 questionnaires returned by parents and carers and 157 pupil questionnaires.

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

- Is teaching challenging enough to improve attainment and progress, especially of the most-able pupils?
- Are leaders at all levels rigorous enough in evaluating the effectiveness of provision, and ambitious in their drive to improve attainment and progress?
- Is technology college status having a positive impact on pupils' experience, and helping drive up attainment?

Information about the school

The school is broadly average in size and the great majority of pupils are from White British backgrounds. A small number of pupils are in the early stages of learning English and have Polish, Lithuanian or Bengali as their first languages. The proportion of pupils with special educational needs and/or disabilities is above average. These pupils' needs are mainly specific learning difficulties and behavioural, emotional and social difficulties. The proportion of pupils known to be entitled to free school meals is broadly average. The school is a specialist technology college. It has Healthy Schools Plus Award, Sportsmark, International School Award, Investors in People, Quality in Study Support, and Approved Provider for SHARE Parent Training status.

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?

3

The school's capacity for sustained improvement

2

Main findings

Chilton Trinity is a satisfactory school. It is improving and parents and carers are pleased with the quality of education it provides. One parent wrote, 'The school and teachers in it have exceeded our expectations and we are very pleased with our child's schooling', and another that 'The atmosphere of the school is always positive and full of energy.' The quality of care, guidance and support is outstanding. The school works extremely closely with an excellent range of external agencies to provide exceptional support for pupils and their families.

Attainment overall is broadly average and currently higher than in recent years. Pupils make satisfactory progress. This is a significant improvement on the inadequate progress of recent years and a large minority of pupils make good or excellent progress. Improvement is best in English, and to a lesser extent, in science, where attainment is close to average and pupils make good progress. However, while progress is improving in mathematics, it is doing so much more slowly.

Teaching is improving and, as a result, progress is accelerating. Assessment is accurate and used extremely well to track pupils' progress. In many lessons, assessment information is used well to match work to pupils' learning needs. In these lessons, work is challenging, enhanced by exciting activities and supported by discussion that extends pupils' knowledge. Mostly, pupils have a secure understanding of how well they are doing, what their targets are and how to move on. However, in a minority of lessons, assessment information is not used well enough to plan work for all pupils' learning needs, or to indicate to pupils how well they are doing and how to improve. In a small proportion of other lessons, expectations of how well pupils present their work are low, and written work is untidy, sometimes too untidy to see whether pupils understand their learning. The curriculum is good with a wide range of valuable activities, visits, visitors and work-related opportunities to enrich pupils' experiences and sustain their enthusiasm for school. Specialist technology status has been important in promoting vocational courses, supporting improvements in teaching and helping drive up standards.

Pupils enjoy school and they behave well. They treat each other well and are good humoured and friendly towards visitors. ♦ The 'restorative approach' to resolving differences is successful and contributes effectively to the very good relationships between pupils and staff. Pupils' attendance is satisfactory and improving. Pupils feel safe and are confident that the school deals with rare bullying issues well. They take on responsibilities willingly and maturely, and participate in school activities with enthusiasm. They have a good understanding of the importance of healthy lifestyles.

The impact of leaders and managers on driving improvement is good overall. The headteacher and senior leaders provide good direction for improvement, based on

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accurate evaluation of the school's work. The impact of other leaders is varied, but is particularly effective in English and science and has led to significant improvements in attainment and progress, and in the quality of teaching and learning. The same strategies are being applied in other subjects and are leading to similar improvements. Leaders know what the school must do to improve and are taking action to drive improvement. However, they are at a very early stage of implementation in mathematics and it is too soon to measure the impact. The governing body is knowledgeable and supportive, and determined that pupils' performance improves. Communications with parents and carers are good. Based on recent improvements in attainment, progress and teaching, and how the school is extending proven effective procedures to further drive up standards, the capacity for further improvement is good.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and learning, making sure that:
 - available accurate assessment information is used to provide challenging work for all pupils
 - marking always tells pupils how well they are doing and how to improve their work
 - the quality of the presentation of work improves so that pupils' understanding is evident in their work.
- Implement planned improvements in all subjects to drive up attainment and progress, especially in mathematics.

Outcomes for individuals and groups of pupils**3**

Pupils start school with below average levels of attainment. Standards in English have improved significantly and are improving noticeably in other subjects, especially where teachers focus on the ways pupils learn best. For example, in a Year 11 science lesson on diffusion, pupils were encouraged to challenge and support each other in discussion. This meant that their explanations were scientifically accurate and showed they had a really good understanding of the factors affecting diffusion and could explain them using correct terminology. Pupils' literacy skills are generally sound, and pupils have a wide vocabulary which they use well. Pupils' writing skills are broadly average but occasionally, in several subjects, writing is carelessly presented and does not show how well pupils understand the subject. Pupils' progress is improving, especially where activities are matched to pupils' needs. For example, in a Year 11 Spanish lesson, pupils' learning was particularly good because they practised phrases until they got the grammar, vocabulary and accent right. Variation in progress between pupils has reduced significantly as work is increasingly matched to pupils' different learning needs. The progress made by pupils with special educational needs and/or disabilities, although satisfactory, is improving because they are well supported in lessons. The school takes particular care to ensure they feel secure in school so that they learn with confidence. The small number of pupils with English as an additional language are equally well supported and make good progress. As a result, and

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for the overall good quality of mentoring pupils, the school has earned the Quality in Study Support Award.

Pupils enjoy most lessons. They consider that the school prepares them well to deal with sexual, emotional and risk-taking behaviour, and other aspects of leading healthy lives, reflecting the Healthy Schools Plus award it has achieved. Pupils make good contributions to the school and wider community. They take musical shows to the local care home, compete in gardening competitions, organise and run sporting activities in primary schools. The school council seeks pupils' views and in discussion with staff tries to resolve their concerns. Pupils' spiritual, moral, social and cultural development is good. Links with other schools in England and with one in Mozambique are helping pupils improve their understanding and knowledge of the traditions and values of cultures in Britain and around the world.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account: Pupils' attendance ¹	3
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?

Many lessons are challenging and interesting. In the best ones, assessment information is used successfully to plan work and then provide activities that are closely tailored to pupils' learning needs. In a Year 9 drama lesson, for example, the teacher successfully used assessment information about pupils' performance skills to focus on how they could individually improve. In the same lesson, background music set the tone well for effective learning and there were opportunities for pupils to reflect on how well they had learnt and

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what the next steps in their progress should be. In general, pupils have a secure understanding of how well they are doing, what their targets are, and how to move on. Most marking provides accurate details of how well pupils are doing, and what they need to do to make further progress. Relationships are very good and encourage pupils to take part in discussion and practical activities that enhance their learning.

The curriculum is well organised and imaginative in its provision of courses for all pupils. Links with the local 16+ college are good and improving. They have a positive impact on raising attainment, especially for those pupils who feel school is losing its relevance for them. Opportunities for the most-able pupils include the three separate sciences and three languages. The personal, social and health education (PSHE) course is especially good and promotes pupils' social and emotional development effectively. The range of visits and visitors is good. Pupils' experience is enhanced by poetry, enterprise days, live bands and science lectures. For example, a lecture from the Institute of Physics was greeted with enthusiasm by pupils. Literacy, numeracy and computer activities are well embedded across the curriculum and make a sound contribution to developing pupils' basic skills.

The quality of support for pupils and families whose challenging circumstances make them vulnerable is excellent. A very wide range of medical, social and mental health external agencies support this. The school's excellent Enrichment Centre, including the nurture group, provides sensitive support for pupils who need it and deals with their personal concerns and difficulties extremely well. Efforts to promote good attendance are effective and the school has excellent strategies to deal with unacceptable behaviour, in particular the approaches resolving conflict between pupils. The quality of support for pupils with special educational needs and/or disabilities is good and improving rapidly under new leadership. Transition arrangements with the primary schools are very good, and those with the local college are excellent and leading to increasingly higher numbers of pupils staying on in education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

The headteacher is ambitious for the school, in particular that pupils' progress improves rapidly. This is reflected in the work of all senior leaders, and in the commitment of all staff. Subject leaders have accurately evaluated how performance in their subjects can improve. Plans for improving provision are thorough and have already had a positive impact, notably in English and science, and are now being applied in other subjects, with increasing levels of success. ♦ This is mainly because some staff are new to responsibility roles and have limited management experience. However, the school is working effectively

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to give them the skills to carry out their role, reflecting its Investors in People status. The school is effective in engaging parents and carers, and attendance at parent consultations is extremely good. Efforts to promote parents' and carers' effectiveness in helping their children learn are good ♦ the school is an accredited SHARE provider for developing parental ♦ skills. The school has good links with local organisations to promote learning and the technology status is used effectively to widen the curriculum and promote links with other schools and organisations. Relationships within school and with the local community are very good and the school promotes community cohesion well. It has gained the International School Award (intermediate) for promoting good overseas links that help pupils develop comprehensive global awareness and understanding.

The governing body monitors the school's performance effectively and its challenge has been instrumental in moving the school forward. It ensures that safeguarding procedures are good and requirements are fully met. The school works hard to ensure classroom requirements for health and safety are fully in place. The school promotes equal opportunities well and the differences in progress between groups of pupils has narrowed appreciably. Procedures to eliminate all forms of discrimination are thorough and promoted effectively, especially though the PSHE curriculum.

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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

About one third of parents and carers responded to the questionnaire, which is a lower than average response. Overall, their views are positive and the great majority are happy with their children's experience at the school. A small proportion of parents and carers feel the school does not help them to support children's learning. However, during this inspection, inspectors saw only evidence of good levels of support and favourable

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comments from other parents and carers saying that this aspect was good. A small number of other parents and carers feel the school does not deal with unacceptable behaviour well, although pupils said the school does that well, and that unacceptable behaviour is not allowed to interfere with learning. A further small proportion feel the school does not take up their concerns, but inspectors found very thorough procedures to do so.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chilton Trinity Technology 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 318 completed questionnaires by the end of the on-site inspection. In total, there are 936 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	106	33	192	60	16	5	3	1
The school keeps my child safe	120	38	189	59	6	2	2	1
My school informs me about my child's progress	118	37	177	56	19	6	3	1
My child is making enough progress at this school	111	35	181	57	17	5	5	2
The teaching is good at this school	90	28	204	64	17	5	0	0
The school helps me to support my child's learning	76	24	188	59	37	12	2	1
The school helps my child to have a healthy lifestyle	68	21	209	66	24	8	1	0
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)	104	33	186	58	13	4	3	1
The school meets my child's particular needs	94	30	195	61	16	5	3	1
The school deals effectively with unacceptable behaviour	87	27	179	56	30	9	7	2
The school takes account of my suggestions and concerns	78	25	187	59	33	10	2	1
The school is led and managed effectively	115	36	183	58	8	3	2	1
Overall, I am happy with my child's experience at this school	168	43	161	51	11	3	4	1

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.



5 March 2011



Dear Pupils



Inspection of Chilton Trinity Technology College, Bridgwater TA6 3JA



Thank you for making us so welcome when we visited your school. You told us a lot which helped us judge that your school is satisfactory. This means that it has some good points but also some areas it needs to improve.



The following things are particular strengths of the school:



- Work is often challenging and there are many activities and courses that you enjoy and which make learning interesting and enjoyable.
- Your progress in lessons is improving.
- The headteacher, staff and the governing body work hard to make sure the school continues to improve.
- The school is safe, you know how to stay safe, and adults take excellent care of you. The school works exceptionally closely with many outside support services to provide the best care it can for you.
- Your behaviour is good, you are considerate towards each other, respect each other's opinions and work out any problems you have in an adult manner.
- You carry out any responsibilities reliably.
- You know how to stay healthy. Most of you take part in physical activities and eat healthily.



In order for the school to be even better, we have asked your teachers to:



- Improve how well you do by using assessment information they have about you to make sure work is always challenging, mark your work in a way that shows you how

well you are doing and what to do to improve, and make sure your work is presented neatly and reflects your understanding of what you are learning.

- Introduce improvement plans that have worked well in English into all subjects so that your attainment and progress becomes better all round.



All of you can help by making sure you take pride in how you present work, and tell adults if you think work is too easy, or you do not know how to improve what you do.



Yours sincerely



Ted Wheatley
Lead inspector

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