

Caludon Castle School

Inspection report

Unique Reference Number	103731
Local Authority	Coventry
Inspection number	386149
Inspection dates	14–15 November 2011
Reporting inspector	Roger Whittaker

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	1495
Of which, number on roll in the sixth form	279
Appropriate authority	The governing body
Chair	Mark Friday
Headteacher	Michele Marr
Date of previous school inspection	5 March 2008
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Introduction

This inspection was carried out by six additional inspectors, who observed 52 lessons and saw 51 teachers. They held meetings with staff, members of the governing body, parents, carers and groups of students. They observed the school's work, and looked at the school improvement plan, students' work and monitoring data in relation to students' progress and the quality of teaching. They analysed 293 questionnaires from parents and carers and 160 from students.

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

- How thoroughly the school tracks the progress made by present students and how effectively it contributes to improving standards.
- How well different groups of students achieve, including sixth formers, students with special educational needs and/or disabilities and those with statements of special educational needs.

Information about the school

Caludon Castle School is a bigger than average secondary community school. A new headteacher and a new Chair of the Governing Body took up post in September 2011. The number of students known to be eligible for free school meals is below average. The proportion of students with special educational needs and/or disabilities is average. However, the proportion with a statement of special educational needs is below average. The school has specialisms in business, enterprise and leadership. In 2011, it was awarded leading edge status. In addition, it has gained a range of awards including Investors in People, Artmark Gold, Healthy schools and Eco schools.

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?

1

The school's capacity for sustained improvement

1

Main findings

Caludon Castle School provides an outstanding education for its students. One parent, representative of a number who replied, said 'The school is the jewel in the crown of the community'. The very recently appointed headteacher and senior leaders have continued to develop the school's vision of high achievement and of outstanding care for all students. Almost all staff have a very good understanding of this vision and are working hard to continue to improve their performance. Senior leaders have well thought-out strategies for improvement. The school's very rigorous self-evaluation strategies are now driving improvements even faster. Consequently, the impact of the high quality of provision is raising standards significantly for all students. The outstanding curriculum and care, guidance and support ensure that the needs of every student are met exceptionally well. The school has made the continual improvement of teaching a priority and some outstanding practice was seen in lessons. Students demonstrate outstanding behaviour around the school and in lessons where their contribution to learning is excellent. As a result, attainment has improved significantly since 2008 and results for 2011 were well above national averages. Almost all students are significantly exceeding national expectations for their age. The school sets challenging personalised targets and provides exceptional support for students through teacher feedback in lessons and targeted intervention strategies. Students with special educational needs and/or disabilities, including those with statements of educational need, work at a pace that is consistently above average, so making outstanding progress. The school's tracking system ensures that teachers are aware of the progress of all students and can therefore plan to meet their individual needs. Students demonstrate outstanding personal skills and contribute to the school community in many ways. They develop responsible attitudes, their attendance rate is high, punctuality is outstanding and together with their high attainment, these elements prepare students exceptionally well for their future education, training and employment.

Senior leaders ensure that rigorous self-evaluation is evident in all the school's work. This has contributed to continuous improvements in provision and consequently, to improvements in outcomes for students. The school has outstanding capacity not only to sustain levels of high performance but also to progress further. This is evident in the school's accurate evaluation of what it needs to improve further. Leaders correctly identify that while teaching is overall, the proportion of lessons which are outstanding is not high enough to ensure that all students are gaining passes at the highest grades. The Chair of the Governing Body ensures that the governing body works very effectively in supporting the school and in holding senior

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leaders to account for their actions. Consequently, the governing body plays a significant part in the improvements being made at the school.

What does the school need to do to improve further?

- Ensure that more lessons are outstanding by the end of this academic year by:
 - making sure that students develop and regularly use independent learning skills through creative and interesting activities.

Outcomes for individuals and groups of pupils

1

From a broadly average start, almost all students leave with attainment that is well above expected levels. The school sets targets for every student; they are negotiated and very challenging, committing all students to strive to achieve the highest levels. The school provides strategic support to meet students' needs. Students know exactly what they can do and how to improve; they attend review meetings and receive thorough written and verbal feedback in lessons. Senior leaders and teachers use outstanding tracking systems to ensure that the present Year 11 are on track to exceed their very challenging targets and so further improve the overall school results when judged against national figures. This means that all students are on track to achieve 5 or more A* to C grades at GCSE. A large majority are on track to achieve 5 or more A* to C grades including English and mathematics and so place attainment well above the national average. Students with special educational needs and/or disabilities, including those with statements of special educational needs, make progress at the same excellent rate as other students.

Students are strong members of the school community. They demonstrate very high levels of social skill to deal with the wide variety of situations they experience during their time at school. They show respect for other students and adults and are always willing to help. They respond well to questioning and form considered opinions about issues within the school. They are particularly appreciative of being able to contribute to discussions regarding changes in school practice; for example, the learning ambassadors talk to senior leaders about what they feel makes outstanding teaching. Students show excellent appreciation of how to be safe. They are confident that there is always a member of staff available if they need help. Most take advantage of the many opportunities to participate in extra-curricular activities. They feel that this enables them to broaden their understanding and increases their opportunities to integrate with a range of different cultures both locally and abroad. One student described their contact with children in Uganda, where the school make sporting, cultural and teaching links, as a 'life changing experience'.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning

1

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

How effective is the provision?

Teachers are enthusiastic about their subjects and have outstanding professional relationships with students. The vast majority plan interesting lessons, which engage students completely and contribute to the high levels of learning taking place. The school's rigorous target setting and tracking of progress ensures students know what they can do and how to improve, and teachers know when to adapt activities and resources so that students can learn at their own level. The majority of lessons provide challenging tasks, which enable students to achieve their targets. Extension strategies are available for those students who need additional work. Students work well in groups and teachers encourage them to think for themselves and only to use the teacher as a resource when all else fails. This was well seen in a mathematics lesson where students collaborated in pairs and small groups to solve mathematical problems and to assess their own and others' work. In a few lessons, teachers do not always enable students to develop and to use independent learning skills or engage them fully. As a result, students do not achieve as well as they should.

The school's outstanding curriculum has been developed so that options can be modified to better meet personal needs. This encourages students to enjoy what they are doing and have a better chance of achieving the highest grades. The school has excellent links with other schools and colleges in order to provide a wide range of GCSE subjects and vocational courses. Extra-curricular provision is exceptional and the take up by students is high. The school adapts the range of activities to meet students' requirements, with trips, both locally and internationally, to enrich experiences and learning.

The school has exceptionally effective provision in care, guidance and support and

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

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every effort is made to ensure that barriers to learning are overcome. This contributes considerably to the outstanding progress made by all students. Transition arrangements into the school and from year to year are excellent, especially those made for potentially vulnerable students. Academic guidance is excellent. Students, parents and carers are very enthusiastic about the high levels of support they receive and are confident that if they request additional time it will be provided.

These are the grades for the quality of provision

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

How effective are leadership and management?

The drive and enthusiasm of the outstanding headteacher has focused the school on setting very high standards and aspirations for all stakeholders. She is supported by an extremely effective senior leadership team. Together, they have built a strong learning ethos in which all students are able to achieve at the highest levels. Staff are very well supported by the headteacher and senior staff who are always available to offer help and advice. As a result, they are strongly committed to improving their own practice.

The school works hard to engage with all parents and carers and to this end has designated staff available to meet them, even if coming into school is not always possible. The school has developed an extensive range of partnerships with businesses, other schools and colleges, sports clubs and outside agencies in order to enhance the school's specialist provision and so improve learning. All staff tackle discrimination rigorously and make sure that students whose circumstances makes them potentially vulnerable are not disadvantaged. The school's approach to community cohesion is outstanding. There is a wide range of opportunities for students to engage with different social and cultural contexts both nationally and abroad. The governing body, exceptionally well led by the outstanding chair, has played a significant role in the improvements taking place. Governors are very active in the school and the local community and have outstanding systems of accountability.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1

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

Sixth form

The vast majority of students have made outstanding progress by the time they leave Year 13 and the majority attain well above average. Outstanding and highly effective teaching engages students in their learning. Teachers promote problem solving and encourage students to take responsibility for their learning through paired and group work. The school's rigorous target setting and tracking ensures that staff set challenging targets and students are regularly able to discuss their progress. Systems are in place to support any student who is at risk of underachieving or who has issues that affect commitment to learning. The outstanding curriculum is flexible and meets the needs of all sixth form students well.

Students enjoy life in the sixth form and value the wide variety of enrichment opportunities provided. They demonstrate maturity both in their studies and in their roles within the school community. Most students are heavily involved in the life of the school; this ranges from organising after school activities with younger students to being outstanding role models in their commitment to learning at the highest level.

The leadership and management of the sixth form are outstanding. There are extremely effective systems for monitoring the progress of students and measuring the impact of provision on student outcomes.

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

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Views of parents and carers

The small minority of parents and carers who responded to the questionnaires were extremely positive about the school. Their views were in line with the judgements made by inspectors, particularly in relation to how well the school keeps their children safe, how effectively the school is led and managed and how happy they are with their children's experience at school. A few parents and carers felt that the school does not take account of their concerns. The inspectors found that the school was making every effort to do this and is always reviewing its systems in order to respond as quickly as possible.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Caludon Castle School 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 293 completed questionnaires by the end of the on-site inspection. In total, there are 1495 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	119	41	160	55	11	4	0	0
The school keeps my child safe	150	51	134	46	5	2	0	0
The school informs me about my child’s progress	149	51	129	44	9	3	3	1
My child is making enough progress at this school	127	43	154	53	9	3	1	0
The teaching is good at this school	120	41	162	55	5	2	1	0
The school helps me to support my child’s learning	103	35	165	56	14	5	3	1
The school helps my child to have a healthy lifestyle	78	27	183	62	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)	111	38	150	51	16	5	2	1
The school meets my child’s particular needs	111	38	160	55	8	3	1	0
The school deals effectively with unacceptable behaviour	115	39	143	49	18	6	3	1
The school takes account of my suggestions and concerns	85	29	160	55	16	5	4	1
The school is led and managed effectively	124	42	153	52	5	2	3	1
Overall, I am happy with my child’s experience at this school	146	50	140	48	5	2	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



16 November 2011

Dear Students

Inspection of Caludon Castle School, Coventry, CV2 5BD

Thank you for the warm welcome you gave the inspection team when we visited your school recently. We enjoyed being in your lessons and were impressed with the maturity with which you told us your views. We have judged that yours is an outstanding school.

These are some of the school's strengths.

- You make outstanding progress so that your attainment by the end of Year 11 is well above national averages. Coupled with your high rate of attendance, this means that you are very well prepared to move on to further and higher education or training.
- You contribute exceptionally well to your school, especially when taking responsibility in sharing your views with the headteacher and staff, for example, acting as a learning ambassador.
- Teaching is outstanding and you are regularly given opportunities to be involved in interesting activities.
- Staff take outstanding care to ensure you are looked after well and supported during your time at school.
- Your headteacher and staff are enthusiastic and committed to ensuring that you achieve at the highest levels.

In order to help the school to continue to improve even further, we have asked leaders to ensure that the quality of teaching is even better and all lessons are outstanding. They should do this by making sure that all teachers enable you to develop and use independent learning and research skills and plan more creative and interesting activities.

You can all help the teachers by continuing to work really hard in all lessons. We wish you well in your future at Caludon Castle School.

Yours sincerely

Roger Whittaker
Lead inspector

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