

# Chipping Norton School

## Inspection report

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<b>Unique reference number</b>	137936
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	395819
<b>Inspection dates</b>	25–26 April 2012
<b>Lead inspector</b>	Simon Rowe

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

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<b>Type of school</b>	Academy converter
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1,070
Of which, number on roll in the sixth form	195
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Whitehead
<b>Headteacher</b>	Simon Duffy
<b>Date of previous school inspection</b>	21–22 February 2007
<b>School address</b>	Burford Road Chipping Norton OX7 5DY
<b>Telephone number</b>	01608 642007
<b>Fax number</b>	01608 644530
<b>Email address</b>	office.4010@chipping-norton.oxon.sch.uk

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<b>Age group</b>	11–18
<b>Inspection date(s)</b>	25–26 April 2012
<b>Inspection number</b>	395819



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## Introduction

Inspection team

Simon Rowe	Additional inspector
Caroline Dearden	Additional inspector
James Coyle	Additional inspector
Kate Rick	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 54 part lessons and 52 teachers. Joint observations were carried out with the senior leadership team. Meetings were held with students, staff and members of the governing body. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documentation including: the school's self-evaluation document; development plan; records of lesson observations; achievement data; and the latest attendance and exclusion figures. The inspection team also scrutinised questionnaires completed by 383 parents and carers, 122 students and 88 staff.

## Information about the school

Chipping Norton School is larger than the average-sized secondary school. The school converted to an academy in March 2012 and there is a new Chair of the Governing Body since the previous inspection. The school's specialisms are performing arts and science. The proportion of students known to be eligible for free school meals is below average as is the proportion of students supported by school action plus or with a statement of special educational needs.

The school meets the government's current floor standards, which set the minimum expectation for students' attainment and progress. Since the last inspection, the school has received the Artsmark Gold award and has become part of the Leading Edge Programme.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Under the outstanding leadership of the headteacher, ably supported by his senior leadership team, the school has implemented many initiatives which have raised achievement, the quality of teaching and the standard of behaviour. Instrumental in achieving these outcomes has been the more academic focus of the pastoral system and reorganising of the special educational needs department. The school is not yet outstanding as the proportion of good and outstanding teaching is not yet high enough and not all leaders and managers operate at a high level.
- The sixth form is good. Through good leadership and teaching students make good progress.
- Achievement is good. Students make better progress than those nationally and this is also the case for disabled students and those with special educational needs. There is good provision to develop students' communication skills, especially with regards to literacy.
- There is much good and outstanding teaching in the school. In the best lessons, there are a variety of activities including opportunities for students to work independently. In satisfactory lessons, the pace is often too slow and teachers talk for too long. There are also not enough opportunities for students to work independently.
- Behaviour and safety have improved and are good. The school is welcoming, calm and orderly. Students show good attitudes to learning in their lessons and have positive relationships with their teachers and each other.
- The headteacher shows a great determination for the school to become outstanding. The senior leadership team model these high expectations as do many middle leaders. A small minority of leaders and managers are not operating at this high level. Teaching is well led and provides teachers with regular opportunities for professional development to improve their practice. Performance management is used effectively to raise achievement and the quality of teaching.

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## What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching by:
  - ensuring that lessons proceed at an appropriate pace and provide opportunities for independent learning
  - sharing the good practice of the most effective teachers across the school to develop the skills of others.
  
- Strengthen leadership and management by:
  - using senior leaders and the most effective middle leaders as role models in developing the skills of others to ensure all subjects achieve as well as the best.

## Main report

### Achievement of pupils

Achievement is good. Students enter the school with levels of attainment that are broadly average. Students make better progress than all students nationally given their starting points. In some subject areas, students make outstanding progress. At the end of Key Stage 4, students finish school with attainment that is above average.

All groups of students, including disabled students with those with special educational needs, are making good progress. The changes in the special educational needs department ensure the needs of these students are now better met based a focus on developing literacy and reading skills through the teaching of phonics. There has also been a concerted and successful drive to ensure that teachers plan for and meet the needs of these students in their lessons.

Departmental learning support assistants have played a key role in liaising between their department and the special educational needs department. This ensures that each student's progress is clearly tracked and their individual needs are met.

Students make the best progress in lessons when they are able to get down to work on their own quickly. They benefit from discussing work with their peers and having opportunities to work independently. They respond well to being challenged and show an eagerness to succeed.

The school has implemented initiatives to aid the transition of some students into Key Stage 3 who may find this change difficult so that they can settle in well and feel confident in their learning. Among these initiatives is a Bridge club which provides extra transition days for some students and a Year 7 Enrichment Group who have the same teacher for all of their humanities subjects and have an emphasis on developing their literacy and other skills.

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A very large majority of parents and carers feel their child is making good progress at the school and inspectors agree. Students' questionnaires also reflect this view.

### **Quality of teaching**

The quality of teaching is good overall. There is much good and outstanding teaching. Where teaching is at its best, lessons proceed at a brisk pace and there are a variety of activities. Students of all abilities are suitably challenged and there are opportunities for discussion and independent learning. Teachers use high quality questioning techniques which is effective in assessing students' understanding and deepening their learning during lessons. Teachers model concepts well and ensure any misconceptions are addressed. Interactive whiteboards and computers are used effectively to enhance learning. Students show resilience, confidence and enthusiasm when tackling challenging activities. Students are aware of their targets, know their current attainment level and what they need to do to improve. Work in books shows good progress over time. Students and teachers use a 'traffic lighting' system to indicate and evaluate their understanding. In an outstanding mathematics lessons, students worked in pairs to produce model answers to examination questions. The questions challenged them and they discussed possible solutions with their partner and used books to research solutions. The students showed enthusiasm, determination and enjoyment and had a real sense of pride by solving the problems themselves.

The teaching of disabled students and those with special educational needs is also good. Teachers know these students well and plan to ensure their individual needs are met. They make similar progress to other students in the class.

Where teaching is less effective, teachers often dominate lessons by talking for too long leading to an over-reliance on them. Students do not get down to work quickly enough leading to some passive or disengaged behaviour.

Most parents and carers feel their child is taught well. Most students agree that teaching is good. In student discussions, they indicated that the best lessons were when they had opportunities to discuss their work and teachers provided a variety of interesting activities. In an outstanding art lesson, a student was asked why she enjoyed the lesson so much and she commented about her teacher saying, 'She makes you think like an artist.'

### **Behaviour and safety of pupils**

Behaviour and safety are good. Students are typically considerate, respectful and courteous to staff and to each other. There is a real sense of community and students commented that 'Teachers are always on duty and talk to us all the time.'

Following the restructuring of the pastoral system, the implementation of a house system and the appointment of pastoral support workers to work alongside heads of years, behaviour has improved and the number of exclusions has reduced

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significantly. Through a 'repair and rebuild' focus students are held accountable for any unacceptable behaviour and are given the opportunity to amend it. The 'repair and rebuild' process enables students to take responsibility for their own behaviour and to understand the impact it has on others.

A small minority of parents and carers feel that their child's lessons are occasionally disrupted by poor behaviour. This was also echoed by students. While inspectors did experience a few instances of poor behaviour, in the vast majority of lessons seen, students demonstrated positive attitudes to their learning, towards their teachers and to each other. In a mathematics lesson when a student came to the front of the class to attempt an answer, the rest of the class applauded when she got the correct answer.

Incidents of bullying are rare. When they do occur they are dealt with effectively. Students have a good awareness of different forms of bullying and how to prevent it from occurring.

## **Leadership and management**

Leadership and management are good. The headteacher and his senior leadership team consistently communicate high expectations and show a determination to be outstanding. They model good practice and demonstrably work to raise the quality of teaching at the school. Performance management is rigorous and is used to raise achievement further and also to ensure staff have appropriate professional development. This drive and passion from the senior leadership team is empowering many leaders and managers at all levels to lead improvements in their areas. There is, though, a small minority of leaders and managers who are not yet operating at this high level. As a result of this the quality of teaching and achievement is not so strong as in other subjects.

Teaching is good and improving. The school recognises that this is the key factor in continuing to raise achievement further. The school's evaluation of teaching is accurate and, in joint observations between inspectors and members of the senior leadership team, senior leaders' judgements on strengths and areas for development showed a clear understanding of what constitutes good teaching.

The curriculum has undergone many changes since the previous inspection and meets the needs of all students. Communication skills, especially literacy, numeracy and information and communication technology, are embedded throughout the curriculum. There are regular opportunities for promoting students' spiritual, moral, social and cultural development in lessons and through extra sessions such as citizenship and assemblies. For example, a Year 7 assembly delivered by students looked at the different cultures of countries which would be represented at the forthcoming Olympic Games. The school's specialisms also contribute to students' personal development through performances in drama and music. There is much emphasis on engaging the community through events, for example an arts festival for a local special school and family learning sessions for primary school pupils and

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their parents and carers. Students take responsibility for planning and overseeing sporting events held at the school, which in turn develops their leadership skills, confidence and independence.

The school promotes equality and tackles discrimination well as is shown by improved achievement for all groups of students, improved attendance and the reduction in exclusions.

Self-evaluation at the school is rigorous, honest and accurate. The school knows its strengths and what it needs to do to improve. The governing body is effective in supporting the school but also in providing challenge to ensure the school provides an effective education. All of this demonstrates the school is well placed to continue to improve. The school's arrangements for safeguarding meet statutory requirements and give no cause for concern.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



27 April 2012

Dear Students

### **Inspection of Chipping Norton School, Chipping Norton OX7 5DY**

Thank you for your warm welcome and help during the school's recent inspection and for taking the time to talk with us. I am writing to tell you about our main findings.

We judge your school to be good overall. A number of things have improved, especially quality of teaching, the progress you make and your behaviour. The senior leadership team has made many changes since the previous inspection and is clear on what else it needs to do to improve further. Behaviour is good and contributes well to effective learning in lessons.

The school cares for you well and you tell us that you feel safe. The school is also providing extra help for those of you that need it in reading and writing and this is helping you to achieve better.

These are two key ways in which the school can improve further.

- Increase the proportion of good and outstanding teaching by:
  - ensuring lessons proceed at a brisk pace and provide opportunities for you to work on your own and with others, and using your best teachers to help other teachers to improve their practice.
- Make sure that the most effective leaders in the school help other leaders to improve their skills so that you achieve well in all subjects.

You can all help by continuing to behave well and contributing as much as possible to your lessons.

Yours sincerely

Simon Rowe  
Lead inspector

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