

# Chesswood Middle School

## Inspection report

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<b>Unique reference number</b>	125961
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	388259
<b>Inspection dates</b>	11–12 July 2012
<b>Lead inspector</b>	David Edwards HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Middle deemed primary
<b>School category</b>	Community
<b>Age range of pupils</b>	8–12
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	478
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kevin Shaw
<b>Headteacher</b>	Andrew Jolley
<b>Date of previous school inspection</b>	February 2011
<b>School address</b>	Chesswood Road Worthing BN11 2AA
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## Introduction

Inspection team

David Edwards

Her Majesty's Inspector

Joanna Jones

Additional inspector

Sarah Hill

Additional inspector

This inspection was carried out with one day's notice. The inspectors observed teaching and learning in 21 lessons taught by 14 teachers. In addition, discussions were held with three groups of pupils, the headteacher, senior leaders, teachers, and teaching assistants. Conversations were held with representatives from the governing body and the local authority. The inspectors took account of the online questionnaire (Parent View) in planning the inspection. They observed the school at work, and looked at information about pupils' performance, the school development plan (including minutes of related meetings and reports), school policies, the results of the school's most recent parent and carer and pupil surveys and curriculum planning documents. As this was a section 8 deemed section 5 inspection, no questionnaires were issued to parents and carers, staff or pupils.

## Information about the school

Chesswood Middle School is much larger than most primary schools. Although mainly serving the local community, it draws a small proportion of pupils from other parts of Worthing. Most pupils are of White British origin. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs who are supported at school action plus level or have a statement of special educational needs is above average. Pupils with specific and moderate learning difficulties form the largest two groups with additional needs. There have been significant changes in staffing and to the leadership structure of the school since the previous inspection when it was placed into special measures. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

**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 and improving school. Under the excellent leadership of the headteacher, and with the full support of the governing body, all leaders and managers are working determinedly to bring about sustainable improvements in the quality of provision. It is not yet outstanding because work to broaden the curriculum and strengthen the teaching of the foundation subjects, and in particular science, is not embedded. There are insufficient opportunities created in lessons for teachers to carefully observe, listen and question groups of pupils in order to reshape tasks and explanations to improve pupils' learning. In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.
- Pupils' achievement is good. Almost all now make good progress in English and mathematics. Pupils benefit from increasing opportunities to develop their skills to good effect across the curriculum in reading, writing, communication and mathematical understanding.
- Pupils exhibit good attitudes to learning in lessons. Pupils say they feel completely safe in school because of the effective care and support they receive. Incidents of poor behaviour are rare and managed well. The school works closely with partner agencies to meet the needs of all pupils whose circumstances may make them vulnerable.
- Teaching is good. Teachers convey high expectations for all pupils. They provide sharply focused support or intervention to secure optimum learning. Teachers mark pupils' work regularly and use the resulting information wisely to plan stimulating lessons that challenge and motivate pupils to achieve.
- Leaders and managers, including the governing body, work effectively together with a shared sense of purpose based on an accurate understanding of the school's strengths and areas for development. The school communicates regularly with parents and carers. Pupils' learning is monitored by senior leaders

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very carefully in order to maintain the high outcomes pupils achieve.

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

- Strengthen creativity within the curriculum by ensuring greater emphasis is given to teaching the foundation subjects and with a particular focus on science.
- Ensure teachers plan regular opportunities in lessons to carefully observe, listen and question groups of pupils in order to reshape tasks and explanations and so improve and extend pupils' learning.

## **Main report**

### **Achievement of pupils**

Most pupils begin school in Year 4 with knowledge and skill levels that are broadly in line with age-related expectations. They settle well to learning and most make good progress so that by the end of Key Stage 2, their attainment in reading and writing is above average. Attainment in mathematics is broadly in line with the national average. By the end of Year 7, pupils have made outstanding progress in developing their reading, writing and mathematical skills. This is because senior leaders provide teachers with accurate information on pupils' prior attainments which allows them to plan lessons that provide effectively for the learning needs of all pupils, including disabled pupils and those who have special educational needs. For example, in a Year 6 practical science lesson pupils worked well together in small groups and with good understanding to create line graphs because the teacher had explained the learning and task clearly. A particularly successful focus on reading provides pupils with regular opportunities to develop as readers and allows them to be imaginative in the recording of their reading journals which they speak about with well-deserved pride. Further observations of pupils' learning, in lessons and from the work in their books, confirm the school's self-evaluation that nearly all pupils and identified groups make good and often outstanding progress in reading, writing and mathematics by the time they leave school at the end of Year 7. The recent published results of the school's questionnaire to parents and carers indicate the vast majority are pleased with the progress their children are now making.

### **Quality of teaching**

Teaching is now typically good. The school's mission to provide a vibrant and exciting learning environment is becoming a reality. Pupils speak positively of the improvements to the way teachers now provide them with interesting learning experiences. They particularly like the increased opportunities to make choices in the ways they can record their work and take more responsibility for their learning in lessons, for example, in a Year 4 English lesson where pupils were able to select their own topic and material to use in writing a report. This approach has secured high levels of pupil engagement in learning. Teachers' morale remains high and their

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subject knowledge has strengthened, which has further contributed to their improved confidence in planning stimulating lessons. Underpinning these improvements is the regular and detailed monitoring of pupils' progress by senior leaders that provides teachers with reliable data and allows them to target interventions effectively at those pupils who need it most. Consequently, disabled pupils and those with special educational needs make good progress in their learning.

In the best lessons, teachers use their secure subject knowledge and modern technology to provide stimulating activities that closely match the needs and interests of all pupils. For example, in a Key Stage 2 design and technology lesson, pupils showed a good understanding in measuring and the use of materials as they worked enthusiastically together in teams to design and build a model greenhouse. Pupils say they enjoy a wide range of extra-curricular clubs which further enhances their learning. The recent published results of the school's questionnaire to parents and carers also indicate the vast majority agree that the quality of teaching has improved and is now good.

Teachers' marking of pupils' work is a strength throughout the school. It is regular, supportive and at the same time provides pupils with guidance on how to improve. All pupils now have opportunities to reflect on their learning and respond regularly to their teachers' carefully written comments. Pupils who spoke with an inspector said they enjoy school and the increased opportunities to take an active part in lessons. They spoke knowledgeably about the levels they were working at and understood their targets for improvement in English and mathematics. One pupil summed up the views of the group when he said, 'Teachers' marking is supportive and really helpful.' However, opportunities created by teachers in lessons to carefully observe, listen and question groups of pupils in order to reshape tasks and explanations and to improve and extend pupils' learning are regularly missed.

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

The behaviour of pupils in classes and around the school is typically good. A scrutiny of behavioural records and discussions with pupils and staff show that this is the case over time. The school's strapline to 'Dream, Aspire, Achieve and Be Extraordinary' is woven into the curriculum and demonstrated in engaging displays and good quality artwork displayed throughout the school. This focus, along with improvements to the learning environment, supports pupils' good attitudes to learning. It has raised expectations and underpins the school's effective commitment to pupils' spiritual, social and moral development. A further example of the increased opportunities for pupils to showcase their achievements was seen during a Year 5 celebrations assembly where parents and carers saw a variety of mini-presentations, singing and dancing by their children.

Pupils' attendance is well managed and is currently in line with the national average. The school works successfully with other agencies where necessary to support pupils whose circumstances or learning needs may make them vulnerable. Outcomes from the school's survey of parents' and carers' views indicate that standards of behaviour

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are typically good in the school. Pupils who spoke with inspectors are confident that the school keeps them safe. They have a good understanding of what constitutes unsafe situations and are knowledgeable on the importance of internet safety. Pupils say that bullying in any form is rare and they know who to go to when they have concerns. A recent anti-bullying week proved to be popular among pupils. One pupil said, 'Behaviour is good, but sometimes people slip. But it's dealt with immediately.'

## **Leadership and management**

The headteacher's high expectations, his willingness to accept advice and support and his forensic attention to detail in order to bring about change have inspired confidence and trust from parents, carers and the wider community. He has skilfully managed changes in staffing and the structure of leadership within the school in order to bring about sustained improvements to the quality of teaching and learning. Senior leaders use their highly developed analytical skills to devise exceptionally well-crafted and appropriate improvement plans. Searching self-evaluation, combined with the consistently high expectations of pupils and staff, has secured good outcomes for pupils and this information is shared regularly with all staff and the governing body. The achievement and welfare of all pupils are central to the work of this school. All staff are appropriately trained and kept regularly up to date in safeguarding pupils and are vigilant in the keeping of records.

Teaching assistants make a significant contribution to the good quality of provision enjoyed by pupils and is the reason why the school's work in promoting equal opportunities and tackling discrimination is so effective. All staff have benefited from well-focused training and support which has especially enhanced teachers' subject knowledge. The curriculum is now good because senior leaders have successfully reviewed the curriculum to take account of pupils' skills development and progression. Middle leaders in particular have grown in confidence and developed a clear and united vision of how to sustain improvements. However, senior leaders are aware of the need to strengthen creativity even further within the curriculum by ensuring a greater emphasis is given to teaching the foundation subjects and science in particular. Effective communication channels enable staff to act upon advice and follow up actions swiftly. They are highly motivated and work collaboratively to secure an effective as well as inclusive learning environment where pupils can 'dream aspire and achieve'. This further contributes to pupils' spiritual, moral, social and cultural development as pupils gain a wide range of learning experiences beyond their immediate environment, for example, through visitors to the school, outings to places of interest, and the popular Year 7 residential.

The governing body has undergone significant restructuring since the previous inspection and benefited from additional training and support from external partners. As a result, the governing body is now fully involved in evaluating the school's work and governors deploy their skills and abilities to good effect. Through a regular and supportive programme of monitoring activities, the governing body provides confident strategic leadership that not only holds the school effectively to account but ensures all pupils and staff are kept safe. The much improved academic

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performance that has been secured since the previous inspection, along with improvements to the learning environment and curriculum, clearly demonstrates that the school's capacity for further improvement is secure.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.**



16 July 2012

Dear Pupils

### **Inspection of Chesswood Middle School, Worthing BN11 2AA**

Thank you for making us so welcome when we came to inspect your school recently, and especially to those of you who shared your work with us and told us what you think about your school. I have enjoyed my visits to your school over the past year and I am pleased to say we found that lots of improvements have been made and that yours is now a good school!

Here are some of the good things we saw. Your behaviour in lessons and when you play outside is good. Your teachers plan interesting lessons that give more opportunities for you to get involved, which you say makes learning fun. We enjoyed looking at the good quality displays and artwork throughout the school. You have good opportunities to develop your literacy and numeracy skills across the curriculum. We particularly liked talking to you about your work and were impressed with the reading journals you keep; those we saw were of a very high standard and all so individual! By the time you leave school at Year 7, most of you reach standards in English and mathematics that are above average and many of you have made very good progress in learning.

Your headteacher ensures all adults work together to keep you safe and your attendance is currently in line with the national average. Your teachers take particular care in marking your work regularly and providing encouraging comments and suggestions to help you to improve. In order to help you reach even higher levels, we would like more opportunities for you to show your creativity in subjects other than English and mathematics to be introduced in the curriculum and especially in science. In addition, we would like teachers to take more time in lessons to observe and listen to what you are saying so that they might reshape tasks and explanations and so help you to extend your learning even further.

Finally, I wish your school every success for the future.

Yours sincerely

David Edwards  
Her Majesty's Inspector

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