

Chilwell School

Queen's Road West, Chilwell, Nottingham, NG9 5AL

Inspection dates 31 October–1 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires Improvement	3
Achievement of pupils		Requires Improvement	3
Quality of teaching		Requires Improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires Improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Students' achievement varies too much between subjects, year groups and different groups of students, especially in Years 10 and Year 11. Boys do not do as well as girls.
- The sixth form also requires improvement because students do not develop the skills to learn independently well enough and achievement is not as high as it could be.
- In too many lessons teachers do not fully meet the needs of all students, including disabled students and those who have special educational needs.
- Data about students' achievement are not used well enough to make sure that they all make good progress.
- Some middle leaders do not have a clear enough understanding about the progress made by year groups or different groups of students.
- Variation in the quality of teachers' marking means that some students are not always clear about how they can improve their work.
- The governing body does not hold school leaders to account well enough for the quality of teaching and students' achievement.

The school has the following strengths

- Senior leaders have improved the quality of teaching in some subjects, notably in mathematics.
- Students are making good progress in developing literacy skills across all subjects.
- Spiritual, moral, social and cultural provision significantly helps students' personal development.
- Students behave well, feel safe at school and have positive attitudes to learning.
- Arrangements for keeping students safe in school are good.
- In some lessons teachers plan a variety of activities that students find interesting and which motivate them to learn.

Information about this inspection

- Inspectors visited 26 lessons. Some of these visits were made jointly with the headteacher, deputy headteacher and other members of the senior leadership team. In addition, inspectors and school leaders went into several lessons to look at students' work and to check how well work was marked.
- Inspectors held meetings with senior and middle leaders, groups of students, the Chair of the Governing Body and a representative from the local authority.
- Inspectors considered the views of the 94 parents who responded to Parent View, the online questionnaire, and they also considered the surveys of parents' views made recently by the school. They analysed the results of the staff questionnaire, to which 49 replies were received.
- Inspectors analysed the provisional 2012 examination results and the published results for previous years. They also looked at school data of students' progress, minutes of meetings, external evaluations and the school's development plans.

Inspection team

Ian Jones, Lead inspector	Additional Inspector
Anne White	Additional Inspector
Harkireet Sohel	Additional Inspector
Wendy Boulter	Additional Inspector

Full report

Information about this school

- Chilwell is an average-sized comprehensive school with a sixth form.
- The proportion of students supported through school action is below the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- A very large majority of students are White British.
- The proportion of students who speak English as an additional language is below that found nationally.
- The proportion of students known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for students known to be eligible for free school meals, is below that found nationally.
- A small number of students receive some of their education away from the school site, including through work-experience placements.
- The school works in partnership with a group of other local authority schools with a focus on raising achievement.
- The school meets the government's current floor standard, which sets the minimum requirements for students' attainment and progress.

What does the school need to do to improve further?

- Make teaching consistently good to improve students' achievement so that different groups of students make good progress across all subjects by:
 - adjusting work to match more closely the needs of every student in the class, including disabled students and those who have special educational needs
 - ensuring that learning progresses quickly
 - encouraging students to work more independently and developing their skills of investigation in lessons, especially in the sixth form
 - making sure that all teachers mark students' work in sufficient detail, so that it is always clear what students must do to improve the quality of their work, and encourages them to respond to the feedback given
 - ensuring boys achieve as well as girls.
- Make better use of data about students' achievement so that:
 - all teachers are given information to help them plan lessons well
 - teachers check the progress of individual students more accurately
 - middle leaders develop a clearer understanding of the attainment and progress made by year groups and other groups of students.
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- Develop the effectiveness of governors by ensuring that they:
 - participate more fully in the school's self-evaluation so that they better understand its strengths and weaknesses
 - provide greater challenge for senior leaders in holding them to account for the quality of teaching and students' achievement.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because progress across year groups and subjects is inconsistent.
- Students join the school with broadly average levels of attainment. Following a sharp decline in 2011, the proportion of students achieving five or more GCSE A* to C grades, including in English and mathematics, has returned to average levels.
- In recent years students' results at GCSE have been better in some subjects than in others. For example, in 2012 a good proportion of students achieved A* to C in English literature, biology, chemistry and physics. However, figures were disappointingly low in core and additional science and in some languages.
- There is a marked difference between the performance of boys and girls, with girls doing significantly better. The school's own monitoring data show that almost half of disabled students and those who have special educational needs are not meeting the targets that the school has set them in English and mathematics by Year 11.
- There has been a continuing trend of improvement in English, and most students now achieve well given their starting points. A stronger drive on developing students' numeracy skills has quickened progress over the last year, however this is inconsistent across the school.
- Achievement in the sixth form requires improvement. While some lessons are challenging and motivating, not enough is done to develop students' investigating skills and their ability to work more independently in lessons.
- A major drive on literacy is making a difference to students' achievement. Support for individuals is helping to raise standards in English. At Key Stage 3, some less able students practise reading to other students which helps their progress.
- A majority of parents and carers believe that their children are making good progress. Data gathered by the school indicate that all students are beginning to progress at a quicker rate than in the past, although significant inconsistencies remain. This view is supported by inspectors who spoke with students, looked at their work and observed their learning.
- The school has used its pupil premium money to fund a range of learning support for eligible students, including additional resources and one-to-one tuition. As a result, these students are making better progress than similar groups of students in the past across a range of subjects.

The quality of teaching

requires improvement

- There is too much teaching where not enough emphasis is placed on how to secure good progress. This results in an emphasis on the completion of tasks, rather than on the quality of learning. These lessons do not always provide enough challenge because the work is not carefully matched to students' needs, resulting in work which is too easy for some and too hard for others.
- Senior leaders have improved the quality of teaching in some lessons this year. However there remain inconsistencies where teachers do not apply what they know to be good practice well

enough.

- In the best lessons teachers have good subject knowledge and set high expectations for learning. Here the students' books show that they are making good progress. However, there are too many lessons where opportunities to present learning to inspire and motivate students are not taken.
- There is some good and outstanding teaching. For example, in a Year 10 history lesson, students were engrossed in discussion about whether the Middle Ages were a time of repression. The teacher made sure that all abilities were catered for, and that everyone was able to join in and make a valuable contribution.
- At Key Stage 3, recent improvements to history, geography and religious education are providing more suitable and stimulating learning. As a result, students are more interested in their work.
- Students are not always given enough opportunities to explore their own learning or to get involved in study on their own. Sometimes teachers talk for too long at the start of lessons; this means more active learning is delayed so some students lose interest.
- Marking is inconsistent. In the best examples, students receive detailed feedback which makes them think about their work and extends their learning through more challenging tasks. However, this level of challenge and reflection is rare. Typically, marking does not engage students or provide clear guidance as to how they can improve their work.

The behaviour and safety of pupils are good

- Students have a positive attitude to learning in lessons and are sensible when moving around the school. The large majority of parents and carers rightly believe that students behave well.
 - Students also think that behaviour is good and are proud of their school. They say that the system of rewards and sanctions is clear and fair. Instances of poor behaviour are rare; when they do occur appropriate action is taken to make sure that the matter is dealt with swiftly and effectively.
 - The proportion of students who are excluded has fallen markedly. A small group of students in danger of being excluded are given additional support, including alternative teaching away from the school site. Many of those whose behaviour was at risk of getting worse, have successfully improved as a result. Students who face personal challenging circumstances are looked after well by the school.
 - Bullying is rare. Students told inspectors that they are taught how to identify and cope with different forms of bullying should any occur. They are confident that any incidents that are reported will be dealt with effectively by members of staff.
 - Incidents relating to discrimination of any kind are systematically logged and follow-up action is recorded.
 - The provision of after-school activities and a wide range of opportunities to promote students' spiritual, moral, social and cultural development create a positive atmosphere and encourage students to make the most of all that is on offer.
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- Students support a range of good causes. For example, for 'Operation Orphan' they collected winter clothing to support charities in Eastern Europe.
- Attendance is average overall. It has improved in the sixth form in the last year and students are given good pastoral support.
- During the inspection, a Year 10 assembly focused on the importance of developing positive attitudes. This provided an excellent opportunity for reflection and students responded very well.
- Older students act as good role models to younger students. They take on responsibilities and make a positive contribution to the life of the school. As a result, many students in lower years express a desire to study in the school's sixth form rather than look elsewhere.

The leadership and management requires improvement

- Although senior leaders regularly check the quality of teaching, this task is not shared as widely as it could be. As a result, some middle leaders are not focused sharply enough on the task of quickening the rate of learning and progress.
- The arrangements for supporting disabled students and those who have special educational needs are appropriate. However, progress data is not used well enough to match work to students' needs and so some of these students fall further behind.
- The headteacher provides clear and well-focused leadership, and the senior leadership team has been further strengthened by the appointment of the new assistant headteacher. Attainment at Year 11 has much improved this year as a result of their work. The school has clear plans for further improvement. Raising students' achievement in science and building on recent improvements in mathematics is rightly at the heart of this year's thrust to raise standards.
- Decisions on whether teachers should be paid more are carefully considered in the light of whether their performance warrants it. Recent appointments have been made which have further strengthened the teaching team.
- The school has instigated a number of improvements to the curriculum. For example, in Key Stage 3 a greater emphasis on learning through investigation has been introduced very recently to stimulate learning and motivate students to achieve well. However it is too early to see any resulting improvement in standards.
- The school's arrangements for managing the performance of teachers are appropriate. They now have a greater focus on ensuring that all teachers are accountable for the progress their students make.
- The students' spiritual, moral, social and cultural development is enhanced through lessons and the life of the school. There are numerous opportunities for students to contribute to the school and the wider community through a good range of clubs, activities and visits. Students are also given opportunities to take on responsibilities such as school councillors and mentors to other students.
- The local authority gives a range of support and carried out a full review of the school last year. As a result, the school has worked closely with successful schools with the purpose of raising its

standards in mathematics.

- The school ensures that pupils have equality of opportunity and that discrimination is not tolerated. It fosters positive relationships with parents and with other agencies.

■ **The governance of the school:**

- The governing body has the interests of the school at heart. It ensures that all of the necessary steps are taken to keep the students safe. Governors have a basic understanding of the school's work, including what teaching is like, performance management arrangements and pay rises. However they lack the detailed information required to enable them to make a full contribution to analysing the school's strengths and weaknesses, to set targets in the school's plans for improvement and to hold senior leaders fully to account.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122854
Local authority	Nottinghamshire
Inspection number	406118

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

Type of school	Comprehensive
School category	Foundation
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	997
Of which, number on roll in sixth form	133
Appropriate authority	The governing body
Chair	Geof Bagley
Headteacher	Ian Brierly
Date of previous school inspection	13 September 2010
Telephone number	0115 9252698
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