

Chilton Trinity School

Chilton Street , Bridgwater, Somerset, TA6 3JA

Inspection dates

6–7 December 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		Good	2

Summary of key findings for parents and pupils

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

- Achievement requires improvement. Students do not make consistent enough progress in a number of subjects.
- Recent improvements have not had time to raise student attainment to national averages in many subjects.
- The quality of teaching is improving but it is not consistently good.
- In some lessons, teachers do not always plan well enough to take account of students' ability, so sometimes the work is too hard or too easy.
- The quality of feedback given to students is inconsistent, so sometimes students are unclear of what and how to improve their work further.

The school has the following strengths

- The headteacher, supported by senior managers and governors, provides clear leadership; this is enabling rapid improvements to teaching and learning and, consequently, student achievement, in lessons.
- Strong partnerships exist with other providers enable students to access a wide variety of courses.
- There is a strong team spirit amongst the staff and they are determined to make further improvements for the benefit of the students.
- Student behaviour and safety are good, both in lessons, at break and lunchtime.
- Students value the caring community atmosphere of the school, feel safe and show respect for one another, staff, and their excellent school accommodation.
- The governors have a clear strategic vision for the school. They support and challenge the school well.

Information about this inspection

- The inspection team observed the teaching in 44 part-lessons, 18 of which were joint observations with members of the senior leadership team.
- A number of other lessons were visited briefly, many of these also with senior leaders, to look at particular issues, including the achievement of students with special educational needs. Inspectors observed other aspects of the school day, including an assembly, tutor time, students' behaviour at break and lunchtime, and their arrival at school.
- Inspectors held meetings with the headteacher, members of the governing body and the senior leadership team, heads of department, the special educational needs coordinator, the student and family support worker and several groups of students. A meeting took place with the Somerset school improvement adviser.
- Inspectors examined a range of documents, including the school's data on students' progress, attendance and behaviour, records relating to safeguarding and governance, and the school's self-evaluation of its performance.
- Inspectors took account of 31 responses to the Ofsted on-line questionnaire (Parent View). They also considered the views of 59 staff who completed the Ofsted inspection questionnaire.

Inspection team

Kevin Harrison, Lead inspector	Additional Inspector
Marcia Headon	Additional Inspector
Michael Phipps	Additional Inspector
Sulina Piesse	Additional Inspector

Full report

Information about this school

- Chilton Trinity is a broadly-average-sized secondary school. There are more boys than girls in every year group.
- The headteacher has been in post since September 2012, although there was a significant period of handover with the previous headteacher during the academic year 2011 to 2012.
- The vast majority of students are from White British backgrounds, with a small but rising proportion of students from minority ethnic groups. Almost all speak English as their first language.
- The proportion of students 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 around 30%, which is significantly above the national average.
- The proportion of students with disabilities and those who have special educational needs supported at school action or school action plus is above average. The proportion of students with a statement of special educational needs is average.
- Some students attend courses off site at Bridgwater College and Skye College.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- In November 2012, the school transferred to new buildings, constructed as part of the Building Schools for the Future programme.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - eradicating inconsistencies in teaching, so that it is all good or outstanding
 - ensuring all teachers consistently use available information on students' prior attainment to plan work that challenges and enables students to make rapid progress
 - ensuring all marking is in line with the best practice as seen in English and science by clearly informing students how well they have done and how to make further progress
 - exploiting the students' positive attitudes by providing more opportunities for practical and active learning to develop greater student independence.
- Accelerate achievement so that it is at least good by:
 - reducing the variations in students' attainment between different subjects
 - increasing the proportion of students making consistently good progress in all subjects.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement is not good because examination results are not as high as they should be across all subjects.
- When students enter the school, they are below national standards. For students who left in 2011, the proportion who achieved five or more GCSE A* to C grades, including English and mathematics, was below average and there was significant underachievement in the progress of different groups of students.
- Results in 2012 improved dramatically with 52% achieving five or more A* to C grades, including English and mathematics. The gaps between different groups of learners began to narrow and some subjects showed considerable improvements. Detailed monitoring shows that the current Year 11 students are on track to maintain and build on the improved results seen in 2012. This is particularly true in mathematics.
- The school is fully aware of the inconsistencies in the performance of students in different subjects. Achievement is particularly strong in English and science, but not as strong in design and technology and history.
- Some students are educated partially off site. Their overall achievement is similar to that of other students in the school, but they do better in their specialist subjects.
- Students' progress is getting faster as a result of better teaching. However, there remains some inconsistency. In some lessons, including English, drama and physical education, students make good and sometimes outstanding progress. However, in other lessons learning requires improvement because emphasis is placed on just the completion of given tasks rather than raising students' achievement.
- Students who have special educational needs make similar progress to their peers and those from ethnic minority groups. These students receive effective support to help them overcome difficulties in their learning. For those with special educational needs this was particularly evident in 2012 results.
- The progress of those students who are eligible for the pupil premium funding is improving. They made more progress than pupils supported in this way nationally.

The quality of teaching

requires improvement

- The quality of teaching requires further improvement. There is a growing proportion which is now good or better, but this is not consistent enough to improve students' attainment. Too much teaching remains that requires improvement or which is occasionally inadequate.
- There is some good and better teaching across all curriculum areas. In these lessons students make rapid progress.
- Teachers generally plan lessons well. However, work is not always matched well enough to the needs of different ability groups within the class and so it does not always challenge or support all students appropriately. It is sometimes too easy and sometimes too hard.
- In less effective lessons, there is an over reliance on whole-class activities that are sometimes dominated by the teacher. This prevents students from taking their own initiative or developing the ability to work more independently. The teaching in these lessons is sometimes too slow.
- Marking is variable. In the best marking, for example in English and science, teachers identify what students need to do to improve their work and then give clear advice on how they could achieve better. However, sometimes, in other subjects, marking is not frequent enough or detailed. Although students know their target levels or grades, they are not always aware of how well they are doing or the exact things they need to do to improve their work.
- Opportunities to develop students' reading, writing and communication skills are sometimes missed in the lessons that require improvement.
- Resources are generally well prepared. However, it is only in the best lessons where the

resource is tailored to support the least able or to provide additional challenge for the most able.

- Teaching assistants are used well to support disabled students and those who have special educational needs and those from ethnic minority groups.
- Most teachers explain what they expect from students and ensure that they understand what is required to make progress. They develop very positive relationships with students, engaging and motivating students to do their best.

The behaviour and safety of pupils are good

- Students' good behaviour makes a positive contribution to the school community and is central to the friendly, welcoming spirit of the school.
- The school has a strong atmosphere of respect and good manners. Behaviour is calm and responsible. Students and staff get on well with one another. Students enjoy coming to school and feel safe while they are there.
- Students demonstrate positive attitudes to learning. They behave sensibly in lessons and around the site, despite the distractions of long-running building work and the demolition of the old school.
- Students' behaviour at social times, before and at the end of school, and between lessons, is good. Students show respect for one another and staff. They live up to the school motto of 'learning and achieving together'.
- Parents and staff surveys and inspectors' discussions with students confirm that behaviour is good and the school is a safe place for learning.
- The school's 'qualities and values' lessons provide good opportunities for students to discuss moral and ethical issues as well as learning about risk and how to stay safe both in school and in their everyday lives.
- Students have a good understanding of different types of bullying, particularly cyber bullying. They report that bullying is rare and is dealt with swiftly and effectively by the school. They have the confidence to report issues or situations that they feel are unfair or wrong, knowing they will be addressed. They have a good understanding of e-safety and how to stay safe online, both at school and at home.
- Attendance is closely monitored and is rising. The school has strengthened its work with families who have not always valued the importance of good attendance. Traditionally, some students identified as having special educational needs or known to be eligible for the pupil premium have attended school less frequently. These groups' attendance is rising and is now close to the national average.
- Exclusions are used, when no other alternative sanction is appropriate. Fixed term exclusions are low, whilst permanent exclusions are in line with national averages.
- The positive ethos in the school helps develop students' spiritual, moral, social and cultural understanding. Of a particular high standard is students' moral and social development.

The leadership and management are good

- The headteacher has provided the school with a clear understanding of its current position and what it needs to do to improve. Work has begun swiftly and is raising aspirations and is making a difference. Staff are highly supportive of her and there is a clear purpose and ambition which is shared by all. All leaders recognise that teaching is not consistently good enough. They challenge and address underperformance of both students and teachers.
- There is a clarity of vision about what good achievement and teaching looks like and more staff are now regularly showing this in their lessons. Teaching and learning are improving quickly.
- The school has carried out a rigorous self-evaluation involving senior and middle leaders and many other staff. It has led to an accurate, honest and detailed view of the school's strengths and priorities for development. Crucially, managers know what needs to be done and how to

raise student achievement.

- The quality of teaching and the progress made by students are checked regularly and are improving. This information is used well. It helps to identify training for teachers across the school. As a result, the performance management of teachers is sharply focused on improving teaching and raising students' achievement.
- Teachers and leaders work well together, sharing ideas and methods that have been particularly successful in raising students' achievement, then applying these to their own lessons.
- Student leadership is a particular strength of Chilton Trinity. There is an active school council alongside the headteacher's student leadership team which has had a considerable input into, and impact on, the new school buildings. Students from these groups are represented at the governing body meetings.
- Students' equality of opportunity is promoted most effectively. Students without access to computers and internet at home are able to use computers before and after school, in the 'heart space' and library. A homework club provides good support for many students.
- Students study a broad range of subjects. In addition, all students study 'qualities and values' lessons, where they consider many ethical issues; this offers good opportunities to provide students with effective spiritual, moral social and cultural development. At Key Stage 4 a wealth of choice of subjects is available. This is kept under constant review to ensure it fully meets student need.
- Strong partnerships exist with other providers enabling a group of students in Years 10 and 11 to access courses at the local college or training centres that the school cannot offer. This is sensibly timetabled so that students do not miss any of their other lessons. At the alternative provision, they study courses which are related to their career ambitions, including automotive engineering, construction, engineering, hair and beauty. Almost all students continue into education, training or employment.
- The school is supported by the local authority; this has enabled the development of the new school building. The school improvement partner works effectively alongside the staff and governors to enable further improvements to be made to student achievement.
- Funding provided through the pupil premium is accurately targeted to support the students who it is intended for. The impact of the use of this funding is carefully monitored regularly through students' achievement. Funding has enabled additional arrangements for vulnerable students' support, particularly in mathematics and English, some one-to-one tuition, a home-liaison worker and many bespoke interventions to meet individual needs. In addition, it enables access to equipment ranging from stationery to laptops. The funding also ensures students can access a full range of extra-curricular activities and curriculum visits.
- Those parents who completed Parent View are overwhelmingly positive about the school, with 100% saying they would recommend the school to another parent.
- **The governance of the school:**
 - The governors have a clear strategic vision for the school. They support and challenge the school well. They have a clear understanding of the quality of teaching and student achievement and take this into consideration in terms of teachers' salary progression. A new system of link governors has recently been established and the governors have recently begun to hold departments to account more tightly. The governing body understands the purpose of additional funding through the pupil premium. It is fully aware how the money has been spent, for example on extra staffing and resources, but has not fully considered the impact of the allocation. Governors ensure the efficient management of financial and other resources and have prepared effectively for the new circumstances of the school as a private finance initiative building, where they do not receive any additional income from lettings. Governors have carried out stringent checks to ensure that the arrangements for safeguarding pupils meet all current requirements. The governors are acutely aware of their duties and responsibilities. They are currently conducting a skills audit to identify which areas of governance need strengthening and to plan for the future.

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	123881
Local authority	Somerset
Inspection number	406203

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

Type of school	Secondary
School category	Foundation
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	960
Appropriate authority	The governing body
Chair	Eileen Tipper
Headteacher	Lesley Greenway
Date of previous school inspection	3–4 March 2011
Telephone number	01278 425222
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Email address	office@chilton-trinity.somerset.sch.uk

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