

# Bilton School

Lawford Lane, Bilton, Rugby, CV22 7JT

## Inspection dates

23–24 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students make good progress and achieve above-average results in GCSE examinations. They make very good progress in English.
- Teaching is more consistently good than in the predecessor school, with an increasing proportion that is outstanding. As a result, standards are rising rapidly.
- The academy has used additional government funding well to support students in need of extra help. As a result, they make better progress than similar students nationally. Gaps in achievement between different groups are closing rapidly.
- Students behave well and understand how to stay safe. They are extremely polite and helpful, although a small number still need help to manage their behaviour. The majority have very positive attitudes to their learning.
- Attendance is broadly average and punctuality has improved. Students arrive on time to school and to each lesson during the day.
- Good leadership, supported by governors, has ensured improvement across the school. The academy's leaders check and review teaching very regularly and thoroughly. They take decisive action where they find weak performance and provide good training to help teachers to improve.

### It is not yet an outstanding school because

- Students do not make good progress in those lessons where activities are not sufficiently challenging or planned to suit their ability.
- Not all teachers make it clear enough to students how to improve, when marking their work or talking to them about it in class.
- Results in some subjects require improvement.

## Information about this inspection

- The inspection team observed 39 lessons including three joint lesson observations with senior leaders.
- An inspector conducted a tour of seven lessons with a senior leader to make an assessment of how well teachers marked students' work.
- Meetings were held with the headteacher, senior leaders, the Chair of the Governing Body and other staff nominated by the academy.
- Inspectors interviewed students before and after some lessons they observed, in order to discuss what they were learning over time in that subject.
- Inspectors considered the 87 responses to the online questionnaire (Parent View) and the results from 35 staff questionnaires. They also scrutinised the results of surveys undertaken by the academy.
- The inspection team observed the academy's work and studied a range of evidence including statistical information on attendance, behaviour and the progress students are currently making. They read minutes of meetings, records of activities to monitor the academy's work and the subsequent evaluation. They considered the plan the academy has drawn up for future development.

## Inspection team

Elaine Taylor, Lead inspector	Her Majesty's Inspector
Jennifer Griffiths	Additional Inspector
Huw Bishop	Additional Inspector
Jamie Clarke	Additional Inspector

# Full report

## Information about this school

- The academy is smaller than the average secondary school.
- A significant proportion of students join the academy partway through their secondary education.
- The proportion of students from minority ethnic backgrounds or who speak English as an additional language is broadly average.
- The percentage of students supported by the pupil premium (pupils known to be eligible for free school meals, in care or children from service families) is rising but is below the national figure.
- The proportion of disabled students and those who have special educational needs with a statement or supported at school action plus is half that found nationally. Fewer students than average are supported through school action.
- The academy works in partnership with Brooke Special School and Coundon Court School. The academy makes use of alternative provision from a list of seventeen providers overseen by Warwickshire local authority.
- The academy meets the floor standards, the minimum standards required by the government for progress and attainment in English and mathematics.
- Bilton School converted to become an academy school on 1 December 2011. When its predecessor school of the same name was last inspected by Ofsted, it was judged to be satisfactory overall.

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

- Improve achievement and standards so they are as good in other subjects, in particular in mathematics, design technology and geography, as they are in English by greater sharing of outstanding practice in these subjects.
- Ensure that all teaching is at least good by:
  - improving the way teachers plan individual lessons and series of lessons, to ensure each student has work that is sufficiently challenging
  - capitalising on students' very positive attitudes to create greater opportunities for engaging and thought-provoking discussions and activities
  - improving the quality of the feedback teachers give to students when they talk about or mark their work, so they are more aware of what they need to do to make further progress.

## Inspection judgements

### The achievement of pupils

**is good**

- Standards have been rising steadily and continue to do so. The school makes effective use of early entry to examinations to allow students to gain qualifications in a wide range of subjects or move on to more demanding courses. This is not allowed to limit the potential of the most able students.
- In all year groups, students are making good progress. They are given challenging targets and the majority meet or exceed them because the academy checks regularly and thoroughly that no student is slipping behind.
- Students make particularly good progress in English because they enjoy much outstanding teaching and are encouraged to read in all lessons.
- In some subjects, achievement has improved significantly, for example science and history. In others, weaknesses remain. This is particularly the case in mathematics, design technology and geography.
- Students known to be eligible for free school meals make better progress than similar students nationally because the school uses additional government funding well to provide individual support and allow greater opportunities to share in additional activities. The proportion of these students gaining five good passes in GCSE examinations has risen by 46% in the last three years.
- Students who speak English as an additional language make good progress because they are supported well inside and outside of lessons. Their language skills are celebrated, for example in modern language lessons where they coach other students. Students with special educational needs exceeded their challenging targets, except for the very small number on school action plus last year, where personal issues such as chronic illness meant targets were missed.
- Students are prepared well for the next stage in their education because they learn to communicate orally and in writing and can use mathematical skills in a range of subjects. In addition, they develop a good ability to work collaboratively or independently.

### The quality of teaching

**is good**

- Teaching has improved significantly since the last inspection of the predecessor school. Inspectors' judgements confirm the academy's own accurate picture of the quality of teaching in each subject area and of the outstanding features that are being shared exceptionally well through coaching and mutual support.
- Some features of effective teaching are seen across all subjects. Teachers give students opportunities to develop the ability to work on their own and to collaborate and discuss their work in groups. They use a wide range of techniques to check students' understanding of the work, but do not consistently use this information to adjust what they are doing.
- In the best lessons, teachers share their enthusiasm for the subject and capture students' interest with engaging activities. In a Year 10 history lesson, for example, a clear link was made between the principles of being a conscientious objector and different political agendas, allowing students to develop their spiritual and moral understanding by applying ideas to different

contexts.

- Where teachers capitalise on students' good behaviour and devise creative projects, they make very good progress and their enjoyment and engagement are high. For example, students studying photography were oblivious to the snowy conditions as they moved in small groups around the grounds, creating images of man-made or natural structures depicting letters of the alphabet.
- In highly effective lessons, students are very clear of where to focus their efforts in order to improve. This is because the teacher has planned carefully and made the aims of the lesson totally clear to all. They are supported and encouraged through comments from teachers and teaching assistants and in written advice in marking. This practice is not yet consistent or evident in all subject areas.
- Where teaching requires improvement or is good rather than outstanding, a common feature is the lack of intellectual challenge for more-able students. Activities have not been planned with sufficient attention to matching the work to the level of ability of each student.

### **The behaviour and safety of pupils** are good

- Attendance was above average in 2012. The attendance of students known to be eligible for free school meals is improving, but still requires improvement to bring it in line with that of other groups. Punctuality to school and to lessons is good. Careful monitoring of the progress of students who are educated off-site has led to improvements in their attendance.
- Students have a good understanding of safety matters, including those related to e-safety. Parents and carers who responded to the Parent View questionnaire were positive about the academy: nearly nine out of ten said their child was happy and felt safe and over three quarters would recommend the academy to others.
- Lessons are hardly ever disturbed by poor behaviour. Good behaviour regularly makes a positive contribution to the atmosphere and progress in lessons. Students willingly take on board additional responsibilities as leaders of the learning. The student leadership group gives students a real voice in the academy and contributes to their social development, for example by giving them responsibilities such as organising the school prom and designing the new uniform.
- Students' positive attitudes are developing their ambition. The plans for sixth form provision, supported by and in collaboration with the partner school, will enable many of the 140 who have applied for a place next year to take their aspirations forward.

### **The leadership and management** are good

- The headteacher and leaders have high expectations which they communicate consistently to the whole academy community. Staff morale is high with widespread support for the changes they are making. Several responses in the staff questionnaire referred to the inspirational leadership of the headteacher.
- Leadership roles have been reorganised to support weaker subject areas. Subject leaders share ideas and good practice regularly both formally and informally. They are supported well by the senior leaders who oversee their work and they produce detailed plans which promote the improvements seen in many subject areas.

- Regular reviews of subjects use a wide range of evidence to make judgements about their effectiveness. They are rigorous and focus on the progress the students are making. Lesson observations identify best practice to be shared. Coaching and carefully designed professional development ensure teachers have the support needed to improve their practice.
- All funds are used well to support students' achievement. Decisions regarding promotion and performance management are thoroughly moderated to ensure success in raising attainment is rewarded.
- The curriculum has been designed to allow students to follow a wide range of courses. The two-year curriculum in Key Stage 3 forms an effective foundation for further study. Students who are entered early for GCSE examinations achieve well and go on to more advanced courses or use the opportunity to study additional subjects. No students are allowed to drop a subject if they have not yet reached their challenging target grade. The small numbers attending alternative provision achieve well and their attendance has improved because they find the courses more motivating. Partnership working is enabling the academy to introduce sixth form provision from September 2013.
- **The governance of the school:**
  - When the school converted to being an academy the governing body was restructured. Governors have adapted well to new roles and responsibilities and are undertaking training to strengthen their ability to challenge and support the academy. Governors are linked to different subjects and they visit to gather first-hand evidence of the academy's work and develop a clear understanding of different subjects. Saturday morning training sessions on a range of subjects have taken place. An example of the impact of one of these is seen in the financial training which led to a successful bid for substantial grants to improve and develop the buildings. They are receiving training to improve their understanding of data and some governors come from education backgrounds, which strengthens their ability to interpret information they receive. They are well informed regarding performance management and the use of extra funding.

## 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

<b>Unique reference number</b>	137691
<b>Local authority</b>	N/A
<b>Inspection number</b>	402765

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	945
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Milsom
<b>Headteacher</b>	Patsy Weighill
<b>Date of previous school inspection</b>	N/A
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