

Etone College

Leicester Road, Nuneaton, CV11 6AA

Inspection dates

23–24 April 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Good	2
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- In recent years too many students have made inadequate progress. Last year the proportion of Year 11 students who made the progress expected of them in English and mathematics was below the national proportion.
- Students' progress in Key Stage 3 is inadequate. This is because leaders and managers have focused almost entirely on achievement in Key Stage 4.
- The progress of students for whom the school receives the pupil premium, as well as some disabled students and some who have special educational needs is well below average. Weak reading, writing and mathematical skills contribute to most students' underachievement.
- Teaching is particularly weak in English literature, mathematics, core science, design and technology, geography, religious education and social studies.
- Students' work is not assessed frequently enough and teachers' comments do not enable students to improve their work and help them achieve their targets.
- The sixth form is inadequate because AS level results are well below average.
- Leaders and governors have been too slow in tackling underachievement and have allowed the school to decline. Weak monitoring of students' progress has meant that underachievement has been noticed too late.

The school has the following strengths

- Students taking art and design, drama, music, Spanish and BTEC sport, physical education, business studies and information and communication technology are taught well and, as a result, they make better progress than in other subjects. Their attainment is in line with national averages.
- The provision for higher attaining students is at least satisfactory in all subject areas.
- Students' behaviour, both in lessons and around the school, is good and students feel safe. Students contribute well to their learning especially when they have the opportunity to work independently and in small groups. Bullying of any sort is rare. The school takes robust action to tackle any bullying or poor behaviour. Exclusions have reduced and attendance is improving.

Information about this inspection

- Inspectors observed 33 lessons. Four observations were made jointly with members of the senior leadership team. Inspectors scrutinised students’ work.
- Inspectors held meetings with senior and middle leaders, the chair and members of the governing body and spoke to students.
- Inspectors considered the view of 61 parents and carers who responded to Parent View, the online questionnaire. They also took into account the views of four parents who contacted inspectors to express their views during the inspection. The results of 39 staff questionnaires were also analysed.
- Inspectors analysed the 2012 examination results, and the Data Dashboard. They looked at the school’s current data on students’ progress and analysed the targets for subjects in Key Stages 3, 4 and 5. They reviewed a range of school documents, including minutes of meetings, curriculum plans, records relating to safeguarding and behaviour, and data on attendance and exclusions. They looked at the school’s summary self-evaluation document, the improvement plan, external evaluations of the school’s effectiveness and examples of performance management targets.

Inspection team

Michelle Parker, Lead inspector

Her Majesty’s Inspector

Deborah James

Her Majesty’s Inspector

Huw Bishop

Additional Inspector

Joseph Skivington

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Etone College converted to become an academy school in January 2012. When its predecessor school, also called Etone College was last inspected by Ofsted, it was judged to be good. The sixth form opened in September 2011.
- Etone College is an average-sized comprehensive school.
- The proportion of students for whom the college receives the pupil premium, (additional funding for children in the care of the local authority, from forces' families and for students known to be eligible for free school meals), is below the national average.
- The proportion of disabled students and those with special educational needs supported through school action is just below the national average. The proportions of those supported through school action plus or with a statement of special educational needs are also just below the national average.
- A very large majority of students is White British.
- The school makes use of alternative provision at North Warwickshire and Hinckley College as part of the area behaviour partnership.
- The school meets the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that every student's progress is good or better by:
 - providing teachers with the advice and support they need to teach well
 - making sure that all teachers consistently apply school policies for assessment and monitoring of students' progress
 - ensuring that marking provides students with guidance that enables them to improve their work and meet their targets.
- Raise achievement in all subjects and especially in English and mathematics and ensure that all students make good or better progress by:
 - improving students' reading, writing and presentation skills in all subjects
 - improving students' mathematical understanding and skills in all subjects
- Improve leadership and management across the school so that all staff are held accountable for their teaching and all students make at least good progress by:
 - ensuring that all staff have clear roles and responsibilities, which are clearly linked to the school improvement plan
 - clarifying line management responsibilities to make all staff accountable for improving teaching
 - making sure that the school's improvement plans include end-of-year attainment and progress targets for each year group and all subjects
 - monitoring all students' progress at least half termly so that school leaders, including

governors, know whether the school is on track to meet its targets.

Inspection judgements

The achievement of pupils is inadequate

- Achievement is inadequate because students' progress is too slow. Students enter the school in Year 7 with knowledge and skills that are in line with expectations for their age. By the end of Year 11, the proportion of students who have made expected progress in English and mathematics is smaller than the national proportion.
- The proportion of students gaining five GCSEs at grade C or above, including English and mathematics has shown little sign of improvement. The data for 2012 indicated a decline to 48%. The school had some examination papers re-marked which improved the figure to 54%.
- Weak reading, writing and mathematical skills contribute to students' slow progress in most subjects.
- Achievement is good in art and design, drama, music, Spanish and BTEC physical education, business studies and information and communication technology because activities engage students well.
- There is too much variation in the progress made by different groups of students. Higher attaining students and students with a statement of special educational needs make at least expected progress. In the sixth form, two students have been offered places at Oxbridge. However, middle attaining students, in particular boys, those known to be eligible for the pupil premium and students supported at school action plus make inadequate progress. Students supported by pupil premium funding are one GCSE grade below the average for their year group in English and nearly one grade below in mathematics.
- The school does not establish clearly students' starting points when they enter the school in Year 7 and procedures for checking students' learning lack rigour. Consequently, across Key Stage 3 work is not accurately matched to students' capabilities and their progress is too slow. Leaders and managers have not acted with sufficient urgency to improve systems for establishing students' attainment on entry and monitoring their progress.
- By the end of Key Stage 3, students have not developed the levels of understanding and skills needed for them to engage successfully with learning at Key Stage 4. At the end of Key Stage 4, insufficient attention is paid to developing students' study skills so that they are prepared adequately for sixth form, college or training for employment.
- Attainment in the sixth form is well below the national average overall. In English language and literature, mathematics and history, attainment was significantly below the national average in 2012. However attainment in geography and psychology was above average. Boys make less progress than girls.
- Those who study vocational courses off-site make good progress because work is well matched to students' interests and builds well on their previous learning.
- The school makes use of early GCSE entry for the most able pupils. Early entry has led to some short term gains in improving overall attainment in the current Year 11, especially in mathematics.

The quality of teaching is inadequate

- Teaching is inadequate and has resulted in overall poor progress over time and across all key stages. The recent improvements in teaching have not had time to improve students' achievement. Students' work shows variability in progress between subjects.
- The school's policy on marking is not followed by all teachers. In some exercise books students' work had not been marked for long periods of time. Marking does not help students to improve their work or reach their targets. Technical words for each subject are not taught consistently. Weaknesses in spelling and grammar are frequently not identified or corrected. Students' presentation of their work across the school is poor.
- In less effective lessons, teachers' questioning does not enable students to recall what they know and apply it to new learning. In the instances observed where questioning was effective, teachers quickly readjusted the activities or took a different tack in the light of students' answers. This built students' confidence in solving problems and working independently.
- Teachers' planning varies from good to inadequate. Where it is inadequate teachers take insufficient account of students' prior learning. Activities are not carefully matched to students' needs. Consequently work does not engage students well.
- Positive relationships between students and staff are a strength of the school and help students to learn. In good lessons, students contribute to their learning effectively through group work. Activities are carefully structured to challenge students' misconceptions and to encourage discussion. Teachers carefully intervene to address weaknesses and move students smoothly onto more complex tasks. In a Year 11 GCSE mathematics lesson, students were encouraged to organise themselves into pairs and to challenge each other to plot linear graphs. In such lessons students clearly enjoy learning.
- Some teachers include challenging activities which develop students' skills of evaluating and analysing; this improves the quality of learning. Students are encouraged to reflect on their learning, ask questions and link new ideas to what they have learned before.
- Support for disabled students and those with special educational needs is well organised within the specific support groups. For example, teachers help students gain confidence in their ability to learn because tasks engage their interests.

The behaviour and safety of pupils are good

- The school has a positive and caring ethos. This point was emphasised by the parents that contacted inspectors. Staff and students are respectful of each other. Students stated that staff 'went the extra mile' for them. Attendance has improved and is just below the national average. Students are punctual.
- Students' behaviour and attitudes to learning are positive. Students report that low-level disruptive behaviour is rare. Students understand the school's behaviour policy. Inspectors noted students' good behaviour towards each other around the school and in lessons. There was no jostling in narrow corridors; courtesy was shown to visitors; students held doors open for each other.
- Behaviour is managed consistently well. Incident logs show a marked improvement in behaviour over time. Exclusions have reduced. The majority of parents and carers have positive views

about behaviour. The area behaviour partnership is used effectively to ensure students at risk of exclusion remain in education.

- Students have a good awareness of different kinds of bullying, including homophobic and cyber-bullying. They understand about safe behaviours. Students say that bullying is rare and they are confident it would be swiftly dealt with.
- The vast majority of parents and carers believe their child feels safe at school. Parents and carers of students with disabilities and those with special learning needs are wholly positive about the care, guidance and support their child receives.

The leadership and management are inadequate

- Leaders at all levels have been slow to address the decline in teaching and learning. Their failure to ensure assessment of students' attainment is accurate has made it impossible to know how well students are progressing. As a result, students have been falling behind, particularly in Key Stage 3, this has not been spotted and they have not been given the support needed.
- The headteacher has worked hard to improve the school's finances and to bring about a balanced budget. He has also overseen a major building project needed to house and open the sixth form. However, senior leaders have not operated as an effective team. Roles have not been sufficiently clear and key responsibilities have not been carried out. For example, line management arrangements do not sufficiently hold subject leaders to account for the quality of teaching in their subjects. There are too few opportunities to develop leadership skills at all levels.
- The school's self-evaluation lacks rigour and is inaccurate; leaders and managers do not have robust information on which to base their judgements. Baseline tests by departments are unreliable and leaders have not sufficiently monitored the impact of teaching on students' progress.
- School improvement plans identify appropriate key priorities but actions to address the key priorities are too vague, as are success criteria. There are no milestones against which progress can be checked. The impact of actions cannot be tracked and it is unclear how outcomes will be measured.
- Improvements in teaching are fragile because there are weaknesses in too many subjects. The recent subject reviews have begun to identify weaknesses in leadership and teaching and school leaders have begun to tackle weaknesses in teaching. The quality of teaching in geography and history has improved as a result of actions taken. Leaders and managers are beginning to set challenging targets. However, their monitoring of teaching and the implementation of school policies remain inconsistent.
- The curriculum requires improvement to ensure that literacy and numeracy are taught systematically across all subjects. This was identified by leaders following a review of provision in Key Stage 3 in January 2013. Leaders also noted the poor presentation of students' work, poor spelling and grammar as areas in need of improvement but actions taken to improve students' skills have had little impact. The leadership of mathematics is weak. Currently two staff share the role and it is unclear who is held accountable.
- A range of different learning pathways meets the needs of all students. A significant number of students study vocational courses off-site. These provide good support for transition into post-16

courses. The entry requirements for the sixth form have been tightened this year to ensure a better match of students' needs to courses and to improve retention rates. The curriculum has been appropriately adapted in Key Stage 3 to allow students more time to study humanities and languages in preparation for Key Stage 4 courses. Opportunities for social, moral, spiritual and cultural experiences are good and the extra-curricular provision contributes to the school's positive ethos.

- Leaders and managers have not ensured equality of opportunity for every student in the past because too few students have made expected progress in both English and mathematics. Personalised support to some individual students is of high quality and helps these students to be successful. Likewise, relationships between staff and all groups of students are good.
- The school spends its pupil premium money on a range of appropriate resources and support, such as focused one-to-one and small group tuition. The school effectively monitors the performance of eligible students to see if these additional resources are well used.
- Performance management systems are not sufficiently precise and are not linked well to school development plans. Teachers are not set targets to improve students' progress.
- The headteacher has regular discussions with the school improvement advisor concerning the progress the school is making in tackling its weaknesses. The school improvement adviser's report reflects the weaknesses identified by the inspection team and provides helpful advice.
- Newly qualified teachers should not be appointed; this condition will be reviewed during future monitoring and inspection by Ofsted.
- Arrangements for safeguarding meet government expectations.
- **The governance of the school:**
 - The governing body has not been sufficiently effective. Although it has recently improved its understanding of the quality of teaching, it has not held the senior team to account for improving teaching through the use of performance management. It has recently reorganised its structure so that it can better challenge the headteacher and senior leaders on the actions they have taken, but it did not act sufficiently swiftly in the past to halt the school's decline. All governors have a link role and are members of a committee as well as being part of a sub-group which focuses on aspects of Ofsted's evaluation schedule. Governors have carried out a skills audit and they are part of the National Governors Association and the National College for Teaching and Leadership. They are increasingly confident in challenging the headteacher and leadership at all levels. Governors are using the Data Dash Board and national data to begin to hold leaders to account for the progress of students.

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 students' 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	137771
Local authority	Warwickshire
Inspection number	412804

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

Type of school	Academy converter
School category	Community
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	935
Of which, number on roll in sixth form	151
Appropriate authority	The governing body
Chair	Gail Flint
Headteacher	Colin Turner
Date of previous school inspection	10 May 2010
Telephone number	024 76757300
Fax number	024 76352320
Email address	etonecollege@aol.com

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