

Rodborough

Rake Lane, Milford, Godalming, Surrey, GU8 5BZ

Inspection dates

5–6 June 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Teaching is good overall and some is outstanding. Teachers work hard to help students achieve their best.
- Students have fantastic attitudes to their learning. They are diligent and want to do well. Students' behaviour is excellent, both in and out of lessons. They are rightly proud of their academy.
- Leaders, including governors, are highly effective. Students' achievement is at the heart of everything they do. Teaching is continuing to improve because of leaders' focus on raising the quality of teaching.
- The majority of students make good progress from their starting points. Consequently, many students reach high standards. Some students make outstanding progress, especially in English.
- Students follow appropriate courses which help them achieve well. They have a wide range of opportunities which develop their spiritual, moral, social and cultural awareness very effectively.

It is not yet an outstanding school because

- The rate of students' progress varies. Students' progress during Key Stage 3, while good overall, does not match the very strong progress most students make during Key Stage 4.
- Disabled students and those with special educational needs make good progress, but not enough of them yet make outstanding progress.
- Students eligible for free school meals achieve less well than other students. This gap is closing, however.
- A growing proportion of teaching is outstanding, but this is not yet high enough to make sure that the majority of students make rapid and sustained progress across most subjects.

Information about this inspection

- Inspectors observed 40 lessons, including eight observations undertaken jointly with senior leaders.
- Inspectors analysed 276 responses from parents to the on-line questionnaire ('Parent View') along with one letter and two emails from parents.
- Inspectors analysed 37 responses to the staff questionnaire.
- Inspectors considered a range of documentary evidence provided by the academy, including records of observations of lessons, information about the progress of students, a range of policies, minutes of governing body meetings, the academy's own checks on how well it is doing, the academy's improvement plan, attendance records and logs of behavioural incidents.
- Safeguarding procedures were checked.
- Inspectors looked carefully at students' work and teachers' marking.
- Inspectors talked with students in lessons, around the school and met with three different groups of students.
- Meetings were held with a variety of people, including leaders and other staff, three governors, a representative of the local authority, and the Director of the Waverley Federation.

Inspection team

Matthew Haynes, Lead inspector	Her Majesty's Inspector
Gordon Jackson	Additional Inspector
Jacqueline Jones	Additional Inspector
Carolyn Steer	Additional Inspector

Full report

Information about this school

- Rodborough, formerly known as Rodborough Technology College, is a slightly smaller than average secondary school. It converted to academy status in August 2011.
- The majority of students are from White British backgrounds.
- The proportion of students for whom the school receives pupil premium funding (additional government funding for students known to be eligible for free school meals, those who are looked after by the local authority and the children of services families) is about half of the national average.
- The proportion of disabled students and those with special educational needs supported by school action is slightly above average, as is the proportion supported by school action plus or with a statement of special educational needs.
- The academy is a member of the Waverley Federation of schools, which includes Godalming College, Glebelands School, Broadwater School, Woolmer Hill School and the STAR project (located at The Wey Centre).
- A number of students attend alternative provision through the Waverley Federation for part of their education.
- The academy exceeds the government's current floor standards, which set the minimum expectations for students' progress and attainment.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by making sure that all teachers:
 - routinely check on students' progress during lessons through the use of effective questioning, so that teaching is adapted accordingly to meet students' needs
 - stretch every student in all lessons by setting them tasks that challenge them effectively
 - improve the quality of marking, especially in science and mathematics, so that all students receive regular feedback about what they need to do to improve
 - further develop the extent to which students are actively involved in lessons by increasing the opportunities they have to work together.
- Raise students' achievement further so that:
 - a greater proportion of students make rapid and sustained progress in most subjects in both Key Stages 3 and 4
 - more disabled students and those with special educational needs make outstanding progress
 - students known to be eligible for free school meals make as much progress as other students.

Inspection judgements

The achievement of pupils is good

- The standards that many students reach by the end of Year 11 are high. This is true for a range of subjects, including English and mathematics. As a result, the proportion of students who achieve five or more GCSEs at grade C or higher including English and mathematics is consistently significantly greater than that of other students in the country.
- A large proportion of students make good progress from their starting points. Some make more rapid progress, particularly in English, where achievement is outstanding.
- Students' progress during Key Stage 4 is very strong in most subjects. While students' progress during Key Stage 3 is good overall, it is slower in some subjects, for example science.
- Disabled students and those with special educational needs make good progress. They often receive extra support in lessons which helps them achieve well. They also receive effective support outside of lessons. However, not enough of these students yet make outstanding progress because sometimes tasks in lessons are not matched precisely enough to their needs.
- The average points scores of students eligible for the pupil premium, including students known to be eligible for free school meals, compare favourably with similar students nationally. These students do not, however, achieve as well as other students in the academy. A number of appropriate strategies are in place to improve the achievement of these students, using additional government funding (the 'pupil premium'), including one-to-one support and small-group teaching. This extra support is having a positive impact. Consequently, the achievement of these students is improving.
- A number of students attend alternative provision for part of their education. These students achieve highly because of these arrangements. The academy has extremely strong links with the other providers in the Waverley Federation which make sure that these students' needs and interests are met very effectively.
- Students' skills in speaking, reading and writing are developed well across the academy. This happens in lessons and also through additional support outside of lessons. Many students are enthusiastic readers, and read widely and often. Some students receive extra help with their reading, and this has a very positive impact.

The quality of teaching is good

- Teaching is consistently good. A growing proportion of teaching is outstanding. Teachers work hard to meet students' needs. As a result, the majority of students make at least good progress in lessons. Students' work shows that this progress is sustained over time. Parents can see that their children are making good progress.
- Students are often actively involved in lessons. In a Year 9 German lesson, for example, students worked together very effectively. All students made valuable contributions to the lesson, demonstrating the strong progress they were making. However, in some lessons opportunities for students to work together are missed. In a Year 7 mathematics lesson, for example, students were set a challenging question but were not given enough time to discuss it in depth and extend their thinking. This hampered their progress.
- In the best lessons, teachers check on students' progress throughout the lesson. Teachers skilfully question students and adjust what happens to maximise students' learning. In a Year 10 textiles lesson, for example, the teacher kept a close check on students' progress, giving students extra support when they needed it. This helped students make outstanding progress.
- Students' thinking is often stretched through tasks that are carefully matched by teachers to students' needs and abilities. In a Year 8 English lesson, the teacher had carefully arranged the students into ability groups, giving each group a different activity that corresponded to students' levels of ability. This meant that all students were challenged well. This is not yet consistent across the academy, however, since occasionally students are set tasks that are too hard or too

easy.

- Teachers' marking of students' work is of high quality in most subjects. Work is marked regularly, and teachers make it clear what students have done well and what students need to do to improve. This is not always the case, however, especially in science and mathematics.
- Teaching assistants often provide very effective support for students in lessons. They ask students challenging questions that deepen students' thinking, help check students' progress, and make sure students get extra help when they need it.
- Appropriate homework is set regularly. Students rightly think that homework makes a useful contribution to their learning. Parents agree.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons and around the school is excellent. Students have high expectations of their own behaviour and that of other students. Parents and staff agree that standards of behaviour are high.
- The vast majority of students aim to do their best. They work very hard in lessons and want to achieve well.
- Students understand and appreciate the differences between people from different backgrounds, races and religions. This leads to a harmonious atmosphere in the academy. Students are extremely polite and show high levels of respect for each other and for the adults who work with them. They are proud of the academy and appreciate the work of teachers and teaching assistants.
- Incidents of bullying or racial incidents are extremely rare. If they occur, they are dealt with very quickly and effectively. Students know about different types of bullying.
- Students feel that they are safe at the academy and their parents agree that this is the case. Students know how to keep themselves safe, including when using the internet.
- Exclusions are low. A number of effective approaches are in place to support students who might otherwise be excluded. For example, the STAR project helps these students by providing tailored programmes to keep them learning. As one student involved in this project said, 'It has made a very real difference to my life.'
- Attendance is above average. Most students attend very regularly. A minority of students' attendance is below average; however, a range of effective strategies are in place to increase their attendance. As a result, the attendance of these students is improving.

The leadership and management are outstanding

- The headteacher is rightly committed to achieving the very best for all students. He makes sure that the progress of each individual student is tracked in detail, and that leaders and teachers take action if students are at risk of underachieving. He has high expectations of both students and staff.
- Other leaders are also very effective. They focus relentlessly on improving teaching and students' achievement. As a result, teaching is improving steadily and students' achievement is rising. Parents recognise the high quality of leadership in the academy.
- The improvement in teaching is carefully underpinned by a well-planned programme of lesson observations and training for teachers. Leaders give teachers regular, accurate and detailed feedback which leads to improvements in teaching. Training and support for teachers are tailored effectively to meet teachers' needs, and teachers recognise the significant contribution this training makes to their work.
- The process for checking on teachers' performance is highly rigorous and detailed. Teachers are only rewarded for good or better performance.
- Leaders know what the strengths of the academy are, and what needs to be improved further. This results in highly focused improvement plans which have an effective impact on raising

students' achievement.

- The curriculum is of very good quality. The majority of students follow a range of GCSE courses during Key Stage 4, but some students benefit greatly from alternative provision which offers them a range of more vocational courses. This provision is excellent, as it is designed to meet individual students' specific needs and interests. Consequently, students are prepared well for the next stage in their education, employment or training. Most students go on to further education after leaving the academy. Students have equal opportunities to succeed, therefore, because of the very effective curriculum.
- The development of students' spiritual, moral, social and cultural awareness is excellent and occurs in a wide range of ways. For example, there are regular, thought-provoking assemblies. In many lessons, students are asked searching questions that help them shape their thoughts, opinions and beliefs. There is a variety of opportunities for students to develop their artistic talents and appreciation, and for them to participate in sport. Students play an important role in the leadership of the academy, for example as prefects or through the school council.
- The academy communicates with parents very effectively, for example through regular newsletters and emails. The vast majority of parents feel that if they have any concerns that they are dealt with effectively.
- Leaders work with a local authority adviser who helps leaders check their judgements about how well the academy is doing. However, at times the adviser does not collect enough first-hand evidence to allow him to challenge school leaders as effectively as possible. Also, the adviser's reports do not always provide clear recommendations for improvement.
- **The governance of the school:**
 - is highly effective. Governors regularly receive detailed information about students' progress and teachers' performance, and this allows governors to challenge academy leaders effectively. Governors visit the academy to gather evidence about how well students are doing. Governors know what the strengths of the academy are and what needs to be improved further. They know how good teaching is and they make sure that leaders manage teachers' performance effectively. Governors hold the headteacher strongly to account and set him demanding targets to achieve. They make sure that appropriate safeguarding procedures are in place. The budget is very well managed. Governors know how the pupil premium funding is spent and how this is helping to improve students' achievement.

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	137019
Local authority	Surrey
Inspection number	412391

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

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	901
Appropriate authority	The governing body
Chair	Huw Hallybone
Headteacher	Andrew Smith
Date of previous school inspection	Not previously inspected
Telephone number	01483 428182
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