

Chislehurst and Sidcup Grammar School

Hurst Road, Sidcup, Kent, DA15 9AG

Inspection dates 12–13 December 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.

- Students make excellent progress in most subjects in the sixth form and in Key Stage 4 mathematics.
- Students make good or better progress at the end of Year 11 in most subjects.
- Teaching is typically good. Teachers have very good subject knowledge that is used effectively to communicate ideas and concepts.
- Teachers have very high expectations and, in many lessons, there are opportunities for students to assess their own learning.
- In most subjects, students' books are marked regularly and teachers provide detailed guidance to help them improve their work.
- Students' behaviour is exemplary. The students enjoy school, feel safe, attend regularly and are eager to learn.
- The headteacher has ensured that there are extremely effective partnerships with local schools and students make valuable contributions in supporting other students from these schools.
- Leaders have organised a comprehensive training programme to support all staff to ensure that teaching is not just good, but is sometimes better.
- Leaders, including the governing body, have clear and ambitious vision and a strong commitment to continue to drive the school forward. Governors are very knowledgeable about the school's strengths and areas for further development. They continuously challenge leaders to ensure that students secure high grades in examinations.

It is not yet an outstanding school because:

- At the end of Year 11, students' progress slows in English and feedback from teachers is not as detailed and frequent as in the other subjects.
- Occasionally, there are insufficient checks on the progress of learners in some departments to help shape plans for improvement.
- Some teachers do not use information about students' earlier learning effectively to match work to the abilities of all learners.

Information about this inspection

- The inspection team observed 42 lessons, of which nine were joint observations with the senior leadership team. The inspection team also spent time in the sixth form observing the quality of teaching and the support that is given to students.
- Meetings were held with the headteacher and deputy headteacher, various senior and middle leaders, staff and members of the governing body.
- Inspectors considered the school’s information on the views of parents and carers. In addition, there were 241 responses to the Ofsted online questionnaire (Parent View).
- The inspectors formally interviewed small groups of students from every year group. They also listened to some students read.
- Inspectors examined a number of documents, including the school’s information on students’ current progress, safeguarding, and training and support for teachers. They looked at attendance figures and students’ work.

Inspection team

Janice Williams, Lead inspector	Additional Inspector
Samuel Ofori-Kyereh	Additional Inspector
Jo Davey	Additional Inspector
Joanna Jones	Additional Inspector
Noureddin Khassal	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized secondary school.
- Approximately 5% of students are eligible for support through the pupil premium, which provides additional funding for children in the care of the local authority, those known to be eligible for free school meals and the children of service families. This figure is well below the national average. There are very few students in the care of the local authority and none from service families.
- Most of the students are from White British backgrounds, with approximately 29% of the students from minority ethnic groups.
- The proportion of students who speak English as an additional language is well below the national average.
- The proportion of disabled students and those who have special educational needs supported at school action is well below the national average. The proportion supported at school action plus or with a statement of special educational needs is also well below average.
- Chislehurst and Sidcup Grammar School converted to become an academy school in September 2011. When its predecessor school, Chislehurst and Sidcup Grammar School, was last inspected by Ofsted it was judged to be good.

What does the school need to do to improve further?

- Accelerate students' progress in English by:
 - providing more detailed written feedback to students so that they can edit and improve their work more regularly
 - ensuring teachers demonstrate to students how to construct high-level responses to extended written pieces
 - ensuring the school constantly checks on the progress of all groups of learners, particularly in English work, to identify where improvements need to be made.
- Improve the quality of teaching by:
 - ensuring that teachers use students' assessment information more effectively to match work more closely to the abilities of all learners.

Inspection judgements

The achievement of pupils is good

- Students' achievement is typically good through the school, given their starting points. In Key Stage 5, students often achieve to very high levels. Students make excellent progress in mathematics in Key Stages 4 and 5. There is no early entry policy to sit examinations. The proportion attaining five or more A* to C GCSE passes, including English and mathematics, is consistently above the national average.
- In the most recent Key Stage 4 examinations, more students this year than last attained the higher grades in biological sciences, drama, French, German, home economics and physics.
- Throughout the school, most disabled students and those who have special educational needs, those known to be eligible for free school meals and those who speak English as an additional language make good progress in a range of subjects including English and mathematics. However, in the case of each of these three groups, there is some minor variability in rates of progress made across different year groups.
- Most students are confident and fluent readers who independently choose their own books to read for pleasure. They read with good expression whilst using the punctuation marks to assist with meaning and many enjoy reading for pleasure.
- Although most students currently make good progress in English, over the last two years their achievement at the end of Year 11 has fluctuated, because they are given insufficient guidance from teachers to help them improve their work.
- In the 2013 English examinations, slightly fewer students than previously attained the higher grades in English. Throughout Key Stages 3 and 4 they make good rather than outstanding progress because teachers do not always show them how to construct higher-quality written pieces or responses.
- Some students join the sixth form from other schools; as a result, students' attainment on entry varies. Last year, their attainment at the end of Year 13 was higher than the national picture. Students make excellent progress in the sixth form in most A-level and ASS-level subjects.
- In 2012, students eligible for free school meals attained approximately a third of a level lower than their peers in GCSE English and were less than a term behind their peers in GCSE mathematics.

The quality of teaching is good

- The quality of teaching is typically good because most teachers continuously check students' understanding and ask probing questions that make students reflect.
- Teaching in the sixth form is always good, and sometimes outstanding. Throughout the school, teachers have very good subject knowledge and, in many lessons, they reshape their explanation to deepen students' understanding and knowledge.
- In religious studies, students are given many opportunities to think critically and reflect and explore alternative views and opinions to enhance their spiritual, moral and cultural understanding.
- Teachers have high expectations of all learners. In an outstanding drama lesson, students made excellent progress because there were many opportunities to evaluate the performance of their peers and provide them with advice on areas that needed further development.
- In a small number of lessons that are less well taught, including in a few English lessons, teachers do not effectively use the students' previous attainment information to plan work that matches the abilities of all students. Occasionally, some students, including those who have special educational needs and pupils who speak English as an additional language, are not given enough time to finish the work set without additional help and, as a result, they make slower progress than their peers.

- In most subjects, students' books are marked regularly with detailed comments from teachers to help them improve their work. However, the feedback provided in English is infrequent and students are mostly given detailed feedback only when doing longer pieces of assessments.
- Occasionally, checks on the progress of all groups of learners are too infrequent, making it hard to identify how plans should be modified. Consequently, students' progress in English and some language subjects is not as rapid as in mathematics.

The behaviour and safety of pupils are outstanding

- Behaviour and safety are outstanding because students have exemplary learning attitudes to their lessons and the work set. When teaching is effective, teachers provide students with stimulating resources, so they are often very eager and enthusiastic. Even in lessons lacking structure in the activities and tasks, most students remain engaged and on task.
- In lessons, students ask questions of the teacher and each other. They often regulate their own behaviour and are ambitious learners who are constantly challenging themselves and their peers to achieve more.
- Students manage the different aspects of their lesson well. They willingly participate in whole-class discussions and are very attentive in group discussions. They also welcome opportunities to work independently.
- Students attend school regularly; they are very helpful and courteous around the school. They are given many opportunities to lead and be listened to through the prefect system and peer mentoring.
- A-level mathematics and English students tutor pupils at a local nearby secondary school twice per week. As a result of this excellent partnership, those students in receipt of the extra support make better progress, especially in mathematics.
- Students are aware of the different forms of bullying and the vast majority of students who were interviewed say that they feel safe at school and incidences of bullying are very rare. They are also aware of how to keep themselves safe whilst using the internet.
- There were a large number of responses to Parent View. The vast majority of parents and carers who responded believe that their children are happy, safe, well looked after, taught well and make good progress in the school.

The leadership and management are outstanding

- Leadership and management are outstanding because leaders have ensured that teaching has remained good and an increasing proportion is outstanding. Students' achievement has improved significantly in recent examinations in most subjects and sixth form students often make outstanding progress.
- Leaders ensure that students in Key Stages 4 and 5 continuously make exceptional progress in mathematics and standards of behaviour are constantly high throughout the school.
- Leaders are aware that students' progress in English is not yet as strong as in mathematics, but they have acted quickly to ensure students make better progress. As a result, in the most recent examination, students' achievement in English was better than in the previous year, and the work in students' books shows most making at least good progress.
- Leaders, including governors, are highly ambitious and there is a strong drive to accelerate the progress of all learners. The school's motto, 'Helping the learners of today become leaders of tomorrow', raises students' aspirations and has a positive impact on their attitudes to learning.
- The headteacher has ensured that there are very strong partnerships with some local schools. In particular, there are strong links with the local school for pupils with special educational needs which are increasingly helping sixth form students to develop their confidence in offering effective support to these students in reading and games clubs. Current sixth form students say that the partnership is beneficial to them; one student is considering becoming a special

educational needs teacher.

- The school's checks on teaching are good and teachers are set targets that are linked to whole-school priorities and accelerating students' progress. Assistant headteachers have organised a systematic programme of training and support sessions for all staff. There is now a high response from staff to the extensive choice of courses from the school's 'teachers' toolkit'.
- Leaders' evaluation of the school's strengths and areas for development is accurate for behaviour and safety and leadership and management.
- Students' physical well-being is promoted well through good quality teaching in physical education and many enrichment sports activities. Students are also young ambassadors in the Olympic legacy committee; many have the opportunity to compete in over 11 sports events and they also participate in many 'house' competitions.
- The curriculum is broad and balanced. Leaders ensure that students' spiritual, moral, social and cultural development is woven through lessons and particularly in citizenship and religious studies lessons. Students participate in many activities with neighbouring and local primary and secondary schools. Students have created high-quality art pieces from different cultures, which are displayed around the school to good effect.
- Leaders have used the pupil premium funding effectively to provide many support programmes, such as literacy intervention for small-group sessions at Key Stage 3, additional support from teaching assistants for Key Stages 3 and 4 students and Easter revision classes for many Key Stage 4 subjects including English, mathematics and science.
- **The governance of the school:**
 - Governors are dedicated to the school and have attended over one hundred training courses within the local authority. They are aware of the strengths in students' achievements and have accurately identified weaknesses in English achievement. They are very knowledgeable about external information that shows how students' progress compares to the national average. The governing body monitors the spending of the pupil premium funding and meets regularly with leaders to evaluate the most effective use of the funding. Governors are aware that a new data tracking system is in place to further identify and check on the progress of eligible students. They are involved in monitoring the headteacher's targets for raising achievement and they know about the internal systems for checking teaching and how they relate to teachers' salary progression. They ensure that safeguarding requirements are met and that finances are secure.

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	137423
Local authority	Bexley
Inspection number	429978

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

Type of school	Secondary
School category	Academy converter
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	1,331
Of which, number on roll in sixth form	380
Appropriate authority	The governing body
Chair	John Waters
Headteacher	Nigel Walker
Date of previous school inspection	28–29 April 2009
Telephone number	020 8302 6511
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