

# Overton Grange School

36 Stanley Road, Sutton, SN62 6TQ

## Inspection dates

4–5 December 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Although achievement overall is in line with the national average, the progress of some boys, and students who are in receipt of the pupil premium is less strong, particularly in English and mathematics.
- Improvements are now being recorded in the rate of students' progress across the key stages, but progress needs to be more rapid, especially at Key Stage 4, to enable all students to make good progress.
- Teachers do not always use the information they have about students' progress to ensure that work is set at the right level for all students..
- The quality of marking and assessment of work is too variable in many subjects. Students are not always provided with written comments about what they have done well and what they need to do to improve.
- Teachers do not always plan lessons that enthuse and challenge students. As a result, progress is too slow.

### The school has the following strengths

- The headteacher, governors and senior leaders are committed to excellence and raising standards for all. They have taken swift action to improve achievement and teaching which has been successful. As a result, this year progress is now improving strongly for all groups.
- The academy offers a broad curriculum which is well suited to the needs of its students. There are many opportunities for them to participate in trips and extra-curricular activities, which they value.
- Behaviour is good. Students are polite and well behaved, both in lessons and around the academy. They say they feel safe and happy and praise their teachers for taking care of them well. Attendance is broadly average.
- Students achieve well in the sixth form, which is good.

## Information about this inspection

- The inspection team observed 45 part-lessons, many of which were jointly observed with a member of the senior leadership team. Inspectors also attended four tutor group sessions, a Year 8 assembly and part of a session being delivered to Year 7 by a visiting author.
- Inspectors held meetings with the headteacher, various senior leaders, leaders in charge of subjects and other aspects of the academy’s work, other staff with positions of responsibility, several groups of students and two members of the governing body.
- Inspectors observed the academy’s work and examined a range of documents including the academy’s own evaluation, improvement plans and data about progress, standards, exclusions, attendance and behaviour. They also looked at anonymised performance management records.
- Inspectors also discussed lessons they had seen with senior leaders and looked at a range of students’ work in lessons.
- Inspectors took into account 182 parents’ responses to Ofsted’s online Parent View questionnaire and questionnaires completed by 60 members of staff.

## Inspection team

Heather Leatt, Lead inspector	Additional Inspector
Maggie Brady	Additional Inspector
David Butler	Additional Inspector
Cliff Mainey	Additional Inspector
Genevieve Usher	Additional Inspector

## Full report

### Information about this school

- Overton Grange School is a larger than average-sized 11 to 18 mixed comprehensive school which became an academy in June 2011. When its predecessor school, Overton Grange School, was last inspected by Ofsted it was judged to be good overall.
- The academy has a specialism in humanities.
- There are fewer girls than boys on roll.
- The proportion of students known to be eligible for the pupil premium, which provides additional funding for specific groups including looked after children, students known to be eligible for free school meals and children of service families, is lower than average.
- A higher than average proportion of students come from minority ethnic backgrounds.
- The proportion of students who speak English as an additional language is slightly above the national average.
- The proportion of disabled students and those with special educational needs supported through school action is lower than average. The proportion of students supported at school action plus or with a statement of special educational needs is in line with national averages.
- There are 27 students eligible for Year 7 catch-up funding, which is for students who did not achieve the expected Level 4 in reading or mathematics at the end of Key Stage 2.
- No students on the academy's roll receive alternative provision (education in another school or unit).
- The academy meets the government's current floor standards, which sets the minimum expectations for students' attainment and progress.

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

- Improve the overall quality of teaching so that it is at least good by ensuring that:
  - teachers in all subjects assess and mark students' work regularly, providing them with helpful comments that will enable them to improve and giving them time in lessons to act on the feedback given
  - teachers use information about how well all groups of students are performing, especially boys and those in receipt of the pupil premium, effectively to plan lessons that will challenge them to make the best possible progress
  - through careful planning, teachers design and structure lessons that both involve and engage students to enable them to make the best progress possible
- Through more vigorous tracking and monitoring by all leaders and governors:
  - improve the achievement of boys and those students in receipt of the pupil premium in English and mathematics so that they make good progress and gaps in achievement with their peers are closed.

## Inspection judgements

### The achievement of pupils

### requires improvement

- In 2013, from starting points that were in line with the national average, several groups of students, including boys, students in receipt of the pupil premium and those with average attainment on entry, did not make good progress. However, overall the proportion of students, including those from minority ethnic groups, gaining five good GCSEs including English and mathematics was in line with the provisional national average.
- Due to swift and decisive action taken by the headteacher and senior leaders, academy data show that current students' progress is now good, particularly in English, mathematics and science, across all key stages and for all groups of students, including students who learn most quickly, those that are looked after and those who speak English as an additional language. School tracking suggests that performance at GCSE is likely to be strong in 2014.
- The gap between the achievement of those students in receipt of the pupil premium and that of other students is closing, but not rapidly enough, and they do not make consistently good progress. In 2012, they were approximately three quarters of a GCSE grade behind their peers in English and one and a half grades behind in mathematics. Provisional figures for 2013 are similar to those of 2012. The academy has reviewed and improved its use of the pupil premium funding as a result of this and gaps are now closing quickly.
- Academy leaders recognise that the progress of boys and those students with average attainment on entry in English was not good enough in 2013. They have taken decisive and effective action to address this, by restructuring the teaching of controlled assessments and undertaking more in-depth analysis of the performance of different groups. The impact of this is that progress is improving rapidly, with these groups now attaining grades in line with those of their peers in Years 10 and 11.
- Disabled students and those with special educational needs make good progress across the key stages because they are very well supported and teaching is matched to their needs.
- Students supported by the Year 7 catch-up premium are also achieving well. They have benefited from additional support and small group work in literacy and numeracy. As a result, they are catching up with their peers in English rapidly, although progress is slower in mathematics.
- The academy entered some students for mathematics in the winter of Year 11.. Performance in mathematics was strong and the number of students gaining an A\* or A grade was significantly above the national average. These results show this early entry policy has not disadvantaged students in the school.
- Achievement in the sixth form is good across a range of measures at AS and A level. A-level results are ahead of the national average, including for grades A and B. The head of sixth form has been effective in addressing weaknesses in teaching in some popular subject areas, which has contributed strongly to the rise in standards.

### The quality of teaching

### requires improvement

- Although inspectors observed examples of good and outstanding teaching during the inspection, teaching overall requires improvement. This is because teaching was not adapted quickly enough to meet the needs of last year's Year 11 students, especially the higher than usual percentage of less able students, resulting in them not making good progress.
- Although teachers have clear information about students' progress, they do not always use this effectively enough in their lesson planning to meet the needs of all groups of students, particularly boys, those in receipt of the pupil premium and those who have average attainment on entry to the academy. As a result, teaching over time has not resulted in achievement that is good enough for these students, particularly in English and mathematics.
- Marking and assessment across many subjects are too variable in quality. While many books and

folders seen were marked in detail, with teacher comments which provided clear steps for improvement, this was not consistently the case. Some teachers do not mark regularly enough or in sufficient detail, and too often students did not know what they needed to do to improve their work and make progress. Students very rarely responded to the written advice they were given.

- In the lessons that were good or better, teachers were skilled in using a variety of strategies to challenge and engage students and help them to make good progress. Progress seen in these lessons was often good, for example in a Year 11 religious education lesson, where students debated the pros and cons of fertility treatment with enthusiasm and insight. In lessons that were less successful, however, teaching did not sufficiently stimulate or motivate students and progress was slower as a result.
- Students are generally keen to learn and want to do their best. They respond well to their teachers, and strong relationships, together with an atmosphere of mutual respect, contribute to the current good progress made by many.
- Most teachers are aware of the need to improve students' literacy skills in all subjects. Inspectors observed teachers in many subjects using a range of strategies to support students' needs and help them improve their reading and writing skills.

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

- The behaviour of students both in lessons and around the academy is good. In the vast majority of lessons they cooperate well with staff and have positive attitudes to learning. They value how their teachers support them in their learning and the quality of care which is provided for the students is a significant strength of the academy.
- Good attitudes to learning are evident through attendance that is consistently in line with the national average, and also the promptness with which students arrive at classes.
- When they are not sufficiently challenged in lessons, however, and also very occasionally during tutor-time sessions, students are not as focused as they should be.
- Students at all key stages say they feel happy and safe. They understand the different forms of bullying, including homophobic and racist bullying, and have confidence in the academy to deal effectively with any such incidents, which they say are rare. The school is effective in promoting positive relationships and ensuring there is no discrimination.
- The academy has an excellent and comprehensive citizenship programme, which teaches students how to judge risks well. They also develop their awareness of how to stay safe through assemblies and visiting speakers and say they find the advice they are given very helpful.
- Students are given a range of opportunities to take responsibility and contribute to the wider school community. Through the school council, they are able to influence aspects of academy life and they believe their views are valued and listened to.
- The vast majority of parents and staff believe that behaviour in the academy is good.

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

- The headteacher, senior and middle leaders are committed to providing the best all-round education they can for the academy's students. Supported by the governing body, they have a clear agenda for improving the quality of teaching and raising achievement for all groups of students. The changes implemented since the summer have already had a significant impact on progress at both Key Stage 3 and Key Stage 4, where the school predicts achievement will be significantly higher at GCSE in 2014.
- Targets set for teachers are used effectively to hold them to account and there is a clear expectation that they will raise standards in their subjects. The headteacher has not hesitated to take robust action when it has been needed to improve the quality of teaching, for example in psychology. Teachers' pay and performance are linked directly to whole-school priorities and students' progress and achievement. As a result, the proportion of good and outstanding

teaching has increased across the academy.

- The academy's professional development programme is personalised to teachers' needs and designed to drive improvement at all levels. The headteacher is committed to developing and improving leadership across the academy and a number of middle leaders have benefited from undertaking a national college's middle leadership programme. However, while they are effective leaders of their subjects, they do not always use student data as well as they could to ensure that all groups of students, including those in receipt of the pupil premium, achieve at the highest possible level.
- The academy provides its students with a broad and balanced curriculum, both in the main school and in the sixth form, which is well matched to their needs. The academy is proud that in 2013 all students who left the academy either had a place in further education or training, or had found employment.
- Equal opportunities and common values are promoted through every aspect of academy life and the spiritual, moral, social and cultural development of students is a real strength, including in the sixth form. The academy offers students an impressive range of experiences, which they value, and also a wide range of opportunities outside of the classroom, including cultural visits and activities.
- Leadership of the sixth form is good; changes made since the appointment of a new head of sixth form have had a notable impact. Action has been taken to improve teaching in a number of subjects, including psychology, biology and geography, and results have risen in these. Achievement is improving and the proportion of students who complete their AS- and A-level courses is high.
- Procedures for safeguarding students meet all statutory requirements.
- **The governance of the school:**
  - Governors are fully committed to raising standards and improving outcomes for the academy's students and have a broad understanding of its strengths and areas for development, including in teaching. They have supported the headteacher in ensuring weaker teaching is eliminated through the development of a rigorous performance management process and ensure teachers who teach well are rewarded. They receive regular updates on students' progress, although they have not always focused enough on checking on different groups to make sure all make good progress.
  - The governing body ensures it is trained and up to date with performance information and uses a range of data, including that provided by the data dashboard, to compare the academy's performance with similar schools and to all schools nationally. It keeps a check of the academy's expenditure effectively in most areas.

## 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>	136756
<b>Local authority</b>	Sutton
<b>Inspection number</b>	429974
<b>Type of school</b>	Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1261
<b>Of which, number on roll in sixth form</b>	222
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brenda Morley
<b>Headteacher</b>	Peter Butterworth
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	020 8239 2383
<b>Fax number</b>	020 8239 2382
<b>Email address</b>	overtongrange@suttonlea.org



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

