

Chilton Trinity School

Chilton Street, Bridgwater, Somerset, TA6 3JA

Inspection dates

11–12 September 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement has improved since the previous inspection and is now good. Current students are making increasingly good progress.
- Teaching is typically good and supports the learning of all students.
- There is very effective support for disadvantaged students and those who need extra help to catch up in their learning.
- The school's senior leaders, well supported by governors, have improved students' achievement and the quality of teaching. They are taking strong actions to bring about further improvement.
- Students feel safe in school, and their behaviour is good both in lessons and around the school. They show respect for the school's staff and for each other.
- The headteacher leads the school with commitment and enthusiasm. She has led a relentless drive to improve teaching and learning. Senior and middle leaders ably support her.
- The governing body shows a detailed understanding of the strengths and weaknesses of the school and governors are playing an active part in its improvement.
- Students' spiritual, moral, social and cultural development is strong throughout the school so that they are well prepared to be considerate citizens.

It is not yet an outstanding school because

- There is not enough outstanding teaching to enable students to make the best possible progress.
- There are some differences in achievement between subjects. For example, although standards in mathematics are rising rapidly, they are not yet as high as those sustained in English.
- Students do not always act upon their teachers' feedback after marking. This limits their progress because they have not corrected, extended and reflected on their work.

Information about this inspection

- Inspectors observed parts of 38 lessons, five of them jointly with members of the school’s leadership team. They made several shorter visits to classes, and visited two assemblies and tutor group periods.
- Inspectors looked at students’ work in their lessons and carried out a detailed scrutiny of their written work.
- Inspectors held meetings with two groups of students to discuss their views of the school, and talked with students in their lessons and around the school.
- Meetings were held with the headteacher, other staff with leadership responsibilities and five members of the governing body. Discussions were held with two consultants who had been working with the school. One of these discussions was over the telephone.
- Inspectors examined a variety of school documentation, including records of current students’ progress, unpublished examination results for 2014, self-evaluation and improvement plans, behaviour and attendance logs, the governing body minutes, and records relating to safeguarding and the management of staff performance.
- Inspectors took account of the questionnaires completed by 79 members of staff, 100 responses to the online questionnaire, Parent View, and one letter from a parent.
- During this inspection, inspectors asked additional questions designed to ascertain the school’s view of the impact and effectiveness of local authority services to support school improvement for children looked after, students known to be eligible for free school meals and the most-able students. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of support services.

Inspection team

Sean Thornton, Lead inspector	Additional Inspector
Paul Garvey	Additional Inspector
Mary Hoather	Additional Inspector
Justine Hocking	Additional Inspector

Full report

Information about this school

- Chilton Trinity is an average-sized secondary school.
- Most students are from White British backgrounds but the proportion of students from minority ethnic groups is increasing. The proportion of students who speak English as an additional language is below average.
- The proportion of disabled pupils and those with special educational needs on the school roll is about 33%. This is higher than found in most schools.
- The proportion of students known to be eligible for the additional funding called the pupil premium is above average. This funding is provided for students who are known to be eligible for free school meals and those who have been in local authority care.
- A small number of students follow work-related courses at Bridgwater College.
- About 15% of students are eligible for the Year 7 catch-up funding. This is for students who did not achieve the expected Level 4 in reading or mathematics at the end of Year 6.
- The proportion of students who join or leave the school during the year is above average.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress by the end of Year 11.

What does the school need to do to improve further?

- Improve the standard of teaching to outstanding, so that all students make rapid progress, by ensuring that:
 - the features of the strongest teaching in the school, relating to pace and questioning, are implemented fully by all teachers
 - all teachers provide more opportunities for students to develop higher levels of learning
 - students respond fully to teachers' marking and the advice they receive on how to improve their work.

Inspection judgements

The leadership and management are good

- The school's headteacher has high expectations of staff and students, and she is supported in this by senior and middle leaders and governors. Together, they have taken effective actions to raise students' achievement and improve teaching. Many new leadership roles have been created, all with a strong focus on improving teaching and learning. There is a shared commitment to bring about further improvement.
- Middle leaders have developed their skills so that they can accurately check the progress of students in their subject areas or pastoral groups. They support other staff when this is needed, so that they are making a good contribution to raising standards.
- The school's evaluation of its strengths and weaknesses is rigorous and very accurate. It informs a good school improvement plan that has measurable outcomes.
- The sustained improvement in leadership at all levels inspires confidence in the school's capacity to improve further and there is firm evidence that 2015 GCSE results will show a marked increase in student progress.
- The management of teaching and learning is extremely good. The school's records of the evaluation of teaching are detailed and lead to a wide range of training which responds to the needs of staff at all stages of their careers.
- The system of teachers' performance management is well organised, rigorous and related fully to the Teachers' Standards. There is evidence that this system has led to improvements in teaching and achievement. Salary progression occurs only when merited by sustained good performance.
- The curriculum is flexible and provides a wide range of appropriate courses for students in Key Stage 4 by combining GCSE courses with well-chosen work-related learning. The strong emphasis on literacy in Key Stage 3 is providing a good foundation for success further up the school. The school has introduced the new National Curriculum and is working with other schools to devise a suitable system of assessment. Students have many opportunities to engage in a wide variety of activities outside the normal school day, including drama, music and a range of sports.
- Students' spiritual, moral, social and cultural development is promoted very well, both in the curriculum and through the general life of the school. Students can take part in a range of visits to other countries and the cultures of students present in the school are celebrated. There are effective assemblies and in many lessons students are given opportunities to reflect not only on their own progress but on life and the world around them.
- All aspects of safeguarding are fully met.
- The headteacher and the governing body ensure that the school rejects all forms of discrimination, fosters good relationships and promotes equality of opportunity soundly. The emphasis on tolerance and mutual respect prepares students well for life in modern society.
- The headteacher and governors report that the school receives limited support on school improvement from the local authority. In particular, there is no evidence that the local authority has advised the school on areas of strengths and weaknesses. The local authority has, however, provided funding for the 'Somerset Challenge' to raise standards of achievement in the county. The local authority also provides training for governors. It is leading work on implementing the revised Code of Practice for special educational needs and provides support on safeguarding issues.
- **The governance of the school:**
 - Governors have effective structures in place for undertaking all their statutory responsibilities and have benefited from a range of appropriate training. The governing body is exceptionally well informed about all aspects of the school's work. Governors have a good grasp of how well the various groups of students are progressing and the published data on the school. Minutes of meetings confirm that governors challenge the headteacher and other school leaders. Governors are involved in checking the quality of teaching by visiting the school and holding discussions with subject leaders. They also play a full part in identifying and supporting initiatives for school improvement. Governors understand the importance of improving teachers' performance, and the new systems for doing so, and have been involved in tackling teachers' underperformance. They ensure that finances are managed well, and understand how the pupil premium is spent and how it is helping to improve the achievement of eligible students. Governors make sure the school's arrangements for safeguarding meet all current government requirements and are committed to ensuring that all students are well prepared to be responsible citizens in modern Britain.

The behaviour and safety of pupils are good

- The behaviour of students is good. In almost all lessons, students concentrate well, showing positive attitudes and a readiness to learn. Their cooperation contributes to their progress but, occasionally, students do not participate enthusiastically in lessons so their attitudes to learning are not yet outstanding.
- Students show pride in their school and wear their uniforms smartly. Their behaviour in corridors and the dining hall is usually calm and orderly. There is very little litter and no signs of graffiti.
- Students show courtesy to each other, to staff and to visitors. Disruption in lessons occurs only rarely and it is dealt with effectively.
- Some students join the school with behavioural problems. They benefit from individual attention and support so that their behaviour improves markedly as they move through the school.
- The rate of fixed-term exclusions increased in 2013 as part of a deliberate policy to improve students' behaviour but it has since returned to below average. The school works closely with parents and carers when dealing with behavioural issues, and when students are returning after a fixed-term exclusion, their reintroduction to classes is managed carefully.
- Students are provided with many opportunities to develop their leadership skills and make meaningful contributions to the school. There is an active school council and a very effective team of student leaders who support senior staff in their school improvement work. Students report that 'the school has a great community feel'.
- The school's work to keep students safe and secure is good. Students feel safe in school and the curriculum supports them well in learning how to stay safe. They have a good understanding of e-safety, including how to avoid unsafe websites.
- Students report that incidents of bullying, including racist or other forms of prejudice-based bullying, are rare and are dealt with swiftly by the school's staff. This is a strength of the school.
- Students' strong moral and social development enables them to respect others and understand the consequences of their actions. This contributes to their good behaviour.
- Students' attendance is improving and is now average. The school monitors attendance in detail and works in partnership with the families of any students who are not attending regularly in order to bring about improvement.
- The safety and behaviour of students who attend off-site courses are monitored frequently. The behaviour of these students is good because they enjoy their work-related learning.
- Almost all parents and carers who responded to Parent View considered that their children are safe and happy at school.

The quality of teaching is good

- Teaching across the school is typically good and is supporting students' rising achievement. Leaders have taken a determined approach to improve teaching and students' achievement. They have done this by establishing clear expectations for every lesson, and regularly checking that all teachers comply with these standards.
- Where teaching has been weaker, the school has taken strong and effective actions to improve it. For example, the teaching of mathematics has been strengthened greatly and this is leading to more rapid progress.
- All groups of students now benefit from good teaching, including disadvantaged students, the most able and students with special educational needs. When students join the school with little knowledge of English, they receive individual language coaching so that they can participate in their lessons.
- Lessons are imaginatively planned and start promptly. Teachers show good subject knowledge, have high expectations of their students and show enthusiasm to promote learning.
- Where learning is most effective, tasks are demanding enough for all students, and all are engrossed in their learning. Teachers use probing questioning to check students' understanding before moving to the next part of the lesson, and are prepared to adapt their plans when needed.
- Where teaching is less effective, these strong features are less well developed and some students do not make as much progress as they could. In particular, in some lessons, teachers do not ensure that all students have a full grasp of the subject being studied so that some do not progress to a high level of understanding and learning.
- Teachers know their students well and manage their behaviour effectively. Positive relationships between

staff and students enable teachers to successfully lead discussions of sensitive issues in ethics and citizenship lessons.

- There is a strong focus on improving literacy skills in all subjects and an agreed policy on correcting all written work is in place. An accelerated reading programme is well established in the school and has led to improved reading ages among younger students. Numeracy development is not yet at an advanced stage but there is already coordination between a number of subjects.
- Most teachers mark students' work regularly and provide detailed guidance on how to improve it. However, some students do not reflect on, and respond to, this guidance provided so that improvement is limited. The school is aware of this and regards it as an area for further development of their assessment policy.
- Students usually know how to achieve well in their subjects, because teachers explain clearly what is required for them to do well in lessons and examinations. This helps them to reach their target grades.

The achievement of pupils

is good

- GCSE results have improved since the previous inspection. The school's unpublished results for 2014 show that attainment in mathematics has risen to above the national figures for 2013. English results have continued to be extremely high and standards in several other subjects have risen, including in science.
- The progress of students who left Year 11 in 2013 was not consistently strong for all subjects but the reasons for this were identified and quickly addressed. Both attainment and rates of progress have improved sharply. Detailed information and projections supplied by the school provide evidence that all groups of students, including the most able, disadvantaged students and those with special educational needs, now make good progress across all year groups. In particular, these projections indicate much further improvement in GCSE results for current students despite starting points that are below average.
- The proportion of students making at least expected progress in English is above the previous national average and achievement in mathematics is improving rapidly.
- Recent improvements have been made to the school's tracking systems so that they focus clearly on the progress of all students towards challenging targets. This is contributing to the rise in student achievement.
- The school regularly checks the progress of disabled students and those who have special educational needs. As a result of good support in all subject areas, these students are making progress equal to that of their peers.
- The proportion of students gaining the highest GCSE grades has been below average because the proportion of the most-able students joining the school is much below average. However, promoting the progress of these students is a priority for the school. The progress made by the most-able students is rapid in English and is improving in mathematics and several other subject areas. The unpublished examination results for 2014 show that the attainment of these students is increasing.
- When students join the school during the year, their achievement is assessed and they then receive well-targeted teaching and support, including additional English teaching when needed. As a result, these students make good progress.
- The school makes good use of the additional funding to support disadvantaged students. Eligible students benefit from individual mentoring and small-group work, and from financial support that enables them to participate fully in all school activities such as revision sessions. Senior staff have developed roles that coordinate the activities designed to promote the achievement of these students, and all teachers are held to account for their progress.
- In 2013, the attainment of these students was about one GCSE grade less than that of other students in the school in English and half a grade in mathematics. When compared with other students nationally, the differences were half a grade in English and one grade in mathematics. These differences are decreasing and the rate of progress of disadvantaged students is increasing.
- The Year 7 catch-up funding is used to provide a small class in which 20 students spend half their week. Here, they are taught mathematics and literacy-based subjects by specialist staff. This strategy is resulting in rapid progress for most of these students.
- In the past, students were entered early for GCSE in mathematics and English. Evidence suggests that this reduced the most able students' attainment and this practice has now been discontinued.
- The small number of students who attend Bridgwater College make good progress in the work-related courses that they follow.

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	123881
Local authority	Somerset
Inspection number	449090

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

Type of school	Secondary
School category	Foundation
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	950
Appropriate authority	The governing body
Chair	Eileen Tipper
Headteacher	Lesley Greenway
Date of previous school inspection	6–7 December 2012
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