

# Challney High School for Girls

Addington Way, Luton, LU4 9FJ

**Inspection dates** 6–7 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The quality of teaching is not consistently good, particularly in Key Stage 3.
- Although students are beginning to catch up, achievement and teaching in science requires improvement across all year groups.
- The most-able students are not always given work that is hard enough.
- Teachers do not check students' work regularly enough in lessons. As a result, students are not moved on to harder work quickly enough.
- Teachers' marking and feedback do not always show students how to improve their work.
- Disabled students and those who have special educational needs do not make consistently good progress.
- Behaviour requires improvement because some students do not show good attitudes to learning, particularly when teaching is not as good as it should be.
- Some senior and subject leaders have not been trained well enough to accurately check on the quality of teaching.
- The targets that leaders set to help teachers improve their work are not detailed enough.
- The governing body does not have sufficiently detailed information about the quality of teaching in all subjects and year groups.
- Leaders do not check the impact of the additional Year 7 'catch-up' funding. As a result, some students are not catching up quickly enough in mathematics.

### The school has the following strengths

- Leaders have begun to improve achievement and teaching in science and they have made sure that teaching and achievement are good in English and improving strongly in mathematics.
- In 2014, Year 11 students made good progress in many subjects, including English, mathematics and religious studies.
- The curriculum is effective in helping students to understand spiritual, moral, social and cultural issues as well as British values.
- Students feel safe at school. Bullying is rare and students have a good understanding of safety matters.

## Information about this inspection

- Inspectors observed teaching in 37 lessons, 15 of which were jointly observed with senior leaders. The inspection team made several short visits to other lessons to check on the progress and behaviour of different groups of students. Inspectors also looked at a wide range of work in students' books.
- Meetings were held with four groups of students from all year groups. Other meetings were held with members of the governing body and with senior leaders and staff, including those responsible for leading subjects. The lead inspector met with a representative from the local authority.
- Inspectors analysed the 46 responses to Ofsted's online parental questionnaire, Parent View.
- Inspectors observed the work of the school and looked at a number of documents, including those relating to the monitoring of teaching and the targets set for teachers to improve their work. They also looked at records relating to attendance, behaviour, bullying and safeguarding, the school's development plan and data on students' progress.

## Inspection team

Richard Sutton, Lead inspector	Additional Inspector
Gillian Walley	Additional Inspector
Jane Cartwright	Additional Inspector
Jennifer Carpenter	Additional Inspector

## Full report

### Information about this school

- The school is a larger than the average-sized secondary school.
- Almost all students are from minority ethnic heritages. This is well above the national average. Six in 10 students are of Pakistani heritage.
- Nine in 10 students speak English as an additional language, which is well above the national average. Of these, a small number are at an early stage of learning English.
- The proportion of disabled students and those who have special educational needs is a little below average.
- The pupil premium, which is additional funding given to schools for students in local authority care and those known to be eligible for free school meals, provides support for four in 10 students. This is a well above-average proportion.
- 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.
- No students attend off-site provision.
- The school works with other local schools as part of the Luton Futures initiative.

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

- Improve teaching and achievement, particularly in Key Stage 3 and in all year groups in science, by ensuring that:
  - the most-able students and disabled students and those who have special educational needs are always set work that is pitched at the right level of difficulty
  - marking and feedback are appropriately frequent and always give students clear advice on how they can improve their work, and that teachers check that their advice has been acted on
  - teachers check students work regularly in lessons so that they can be moved on to harder work as soon as they are ready.
- Improve the impact that leaders and managers have on improving teaching and achievement by:
  - regularly checking that the strategies to improve teaching in science are having a good impact on students' achievement
  - ensuring that all senior and subject leaders are trained so that they have the skills to accurately check teaching
  - making sure that the targets that are set to help teachers improve their work are precisely linked to improving students' achievement
  - making effective use of the additional Year 7 'catch-up' funding so that students who join the school below the expected level in mathematics catch up quickly
  - providing the governing body with detailed information about the quality of teaching in all subjects and year groups.

## Inspection judgements

### The leadership and management requires improvement

- Leadership and management require improvement because leaders have not made sure that all students benefit from consistently good teaching, particularly in Key Stage 3 and in science in all year groups. As a result, not all students have the same opportunities as others to succeed and achieve their full potential.
- The leadership of teaching requires improvement. The targets that are set for teachers to help them improve their work are not as precisely related to improving students' achievement as they could be. These targets are sometimes too vague because leaders do not set precise or ambitious enough targets for the grades and levels their students are expected to achieve.
- Leaders check teaching and achievement regularly. However, some senior and subject leaders have not been trained to do this as well as others. As a result, teachers are not given accurate information about how they can improve.
- Leaders have been slow to improve achievement and teaching in science. Nevertheless, since the start of this academic year, students have begun to make better progress in this subject. However, progress is not consistently good in all year groups because leaders do not regularly check the impact that their work on improving teaching has on students' achievement.
- The impact of the school's additional funds, such as the pupil premium, is variable across year groups. The gap between the achievement of disadvantaged students and others in Year 11 in 2014 widened in mathematics but narrowed in English. The additional Year 7 'catch-up' funding, which supports students who join the school below the expected level in English and mathematics, is not used well in mathematics and so students are not catching up as quickly in this subject as they do in English.
- The leadership which supports disabled students and those who have special educational needs requires improvement because these students do not consistently make good progress, particularly in science. Leaders have not made sure that all teachers set work that is accurately matched to the specific learning needs of some of these students.
- The curriculum has a good impact on students' achievement in Key Stage 4 as a result of improvements that leaders have made to students' subject choices. However, the curriculum is less effective in improving achievement in Key Stage 3 because it is not always taught as well as it is in later year groups and it is not taught well enough in science in all year groups. The curriculum has a good impact on students' personal development. The personal development course is particularly effective in helping students to understand spiritual, moral, social and cultural issues through the study of topics such as human rights and British law. These topics also help students to understand a wide range of safety issues and develop an understanding of life in modern Britain.
- Students benefit from appropriate careers information and guidance which is taught from Year 7. Students have plenty of opportunities to explore their future careers options as well as research GCSE and A level courses, for example.
- Leaders have demonstrated that they have the skills to improve the school. Leaders are fully aware of the improvements required in science and they have begun to raise achievement in this subject but it is too early to see the full impact of these improvements. Leaders have made sure that teaching and achievement are good in English and improving strongly in mathematics, and Year 11 students have made good progress in these subjects for the past two years. Leaders have ensured that students are safe at school and their work in this area is good.
- The headteacher is creating a culture in the school where staff are developing high expectations of themselves and their students. This is having a good impact on students' achievement in many subjects, particularly in Key Stage 4, and it is beginning to have an impact in science. Leaders have ensured that

the vast majority of students and staff show a good level of respect for each other.

- Checks on the suitability of staff to work with children are comprehensive. All staff have received training with respect to a wide range of safety matters and all are equipped with the skills to recognise any students who may be at risk, including the risks associated with extremism.
- The local authority has provided a good range of support and challenge to the school, which has contributed well to improvements in students' achievement, although it has not had as much impact on achievement in science.

#### ■ The governance of the school:

- The governing body understands the school's strengths and weaknesses and it is aware of the necessary improvements that are required in science, in particular. It holds leaders to account for their plans and actions but it has not made sure that it receives information about the quality of teaching in all subjects and year groups.
- The governing body is appropriately skilled in interpreting students' achievement data. As a result, it knows how well students are achieving but it has not checked the impact of the additional Year 7 'catch-up' funding for eligible students in mathematics.
- Governors know how the additional pupil premium funding is used and they check the impact of this funding for eligible students regularly and in detail.
- Governors are appropriately involved in making decisions about whether teachers should receive pay rises, dependant on their students making good progress. The governing body also has appropriate procedures for tackling staff underperformance.
- The governing body carries out its statutory duties fully. For example, governors ensure that the school fulfils statutory responsibilities regarding safeguarding. Appropriate checks are made on visitors to the school, and all staff have been checked as required and are trained to keep students safe and free from harm.

### The behaviour and safety of pupils

### requires improvement

#### Behaviour

- The behaviour of students requires improvement. Behaviour varies between subjects and teachers. A significant minority of students do not always behave well in some subjects and with some teachers, including temporary teachers. Lessons are sometimes disrupted by students who do not behave as well as they should, particularly in Key Stage 3.
- Some students do not demonstrate good attitudes to learning, particularly when teaching is not as good as it should be. In some lessons, students lose concentration because work is not challenging enough and, as a result, they make slower progress.
- Most students are polite and well mannered, and they dress smartly. Students arrive to school and lessons on time and they show a good level of respect towards each other as well as the school environment; the site is tidy and free from litter.
- Exclusions are below average and serious incidents of misbehaviour are rare.
- Attendance is average. Most students attend school regularly and arrive punctually to lessons. Most are well prepared with the appropriate equipment.

#### Safety

- The school's work to keep students safe and secure is good. Students have a good understanding of safety matters, including how to keep safe when working online. They benefit from a good personal development curriculum which helps them to understand a wide range of safety matters.
- Students overwhelmingly agree that bullying is rare and, as a result, students feel safe at the school. Students learn about the different forms of bullying, including homophobic bullying, and they are

appropriately equipped to manage such situations should they arise. They are confident that staff deal with bullying quickly and effectively when it does occur.

- Older students who are prefects, as well as others who are form and year group representatives, model well safe behaviour for younger students.

### The quality of teaching

### requires improvement

- Teaching is not consistently good, particularly in Key Stage 3. Although it is beginning to improve, teaching in science is not good enough in all year groups and some is inadequate. As a result, students do not benefit from consistently good teaching and this results in variability in their achievement.
- Not all teachers have an accurate understanding of the individual learning needs of some disabled students and those who have special educational needs. As a result, the work these students are set is not regularly well matched to their skills and abilities.
- Teaching for the most-able students across year groups and subjects is not as good as it should be because work is sometimes too easy and does not require students to think deeply enough.
- The quality of teachers' marking and feedback is inconsistent. Some teachers offer students extremely well-targeted feedback which results in them making good improvements to their work. However, this is not what students typically benefit from because much marking and feedback does not guide students well enough on how they can improve. Teachers do not always check that advice has been acted upon by students.
- Students sometimes make slower progress because teachers do not check their work during lessons. As a result, students are not moved on to harder work quickly enough and time is lost.
- Students who are at the early stages of learning English are taught well and many catch up quickly. Teachers take students' English language skills into account when planning lessons and this supports many students to make good progress. However, for those students who speak English as an additional language who have well-developed language skills, teaching is not always as good as it should be across subjects and year groups.
- Teaching is good in English and improving strongly in mathematics for most groups of students, and students from all backgrounds are developing these essential skills well. Teachers have a good understanding of students' skills and abilities and they use assessment information well to plan work that is appropriately challenging for most students.

### The achievement of pupils

### requires improvement

- Achievement is not consistently good, particularly in Key Stage 3. Achievement in science is not good enough across all year groups though it is beginning to improve, particularly in the separate chemistry, biology and physics courses in Years 10 and 11.
- In 2014, the proportion of students who achieved five or more good GCSE passes at grades A\* to C, including English and mathematics, was below average when compared to girls nationally. This nevertheless represented good progress for students in relation to their starting points when they joined the school. However, students did not do as well as they should have in science, Urdu, Spanish, information technology and textiles technology. Achievement is now beginning to improve in these subjects as a result of changes that leaders have made to the curriculum which give students a more appropriate range of subjects to choose for their GCSE courses, but students still have much ground to make up in science.
- The most-able students do not achieve as well as they should and the achievement of these students varies too much between subjects. In 2014, the proportion of students who achieved the highest grades

at GCSE was below average in science, modern foreign languages, information technology and mathematics. However, an above-average proportion of Year 11 students achieved the highest grades in religious studies and English language.

- Disabled students and those who have special educational needs do not always make good progress. As a result, some are not catching up with other students quickly enough in some year groups because not all teachers have an accurate understanding of students' particular learning needs and the ways that teaching can help them to overcome barriers to learning.
- Students of Pakistani heritage make similar progress to that of other students and students who are at the early stages of learning English catch up quickly.
- The school spends the additional pupil premium funding on additional staff who offer one-to-one or small-group academic and personal support when it is needed. In 2014, disadvantaged students in Year 11 achieved results that were, on average, one-third of a grade lower in English and almost half a grade lower in mathematics compared to other students in the school. Compared to all students nationally, students achieved one-third of a grade lower in English and two-thirds of a grade lower in mathematics. In English, the difference narrowed from 2013 compared to others in the school and students nationally. In mathematics, the gap widened compared to others in the school and students nationally.
- Students who join Year 7 with below-average attainment in their Year 6 national tests are supported by the additional 'catch-up' funding. The school uses this funding to provide support for students in small groups. The impact of this is inconsistent. For example, many students are catching up well in English but students are not catching up quickly enough in mathematics.
- Students do not sit examinations early. This means that students have the full amount of time to study their courses.
- For the past two years, students completing Year 11 have made good progress in English and mathematics. In 2014, the proportion of students who made the progress that is expected nationally in English was average; in mathematics, it was above average. The proportion of students who made better progress than is expected nationally was above average in both subjects.

## 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>	109682
<b>Local authority</b>	Luton
<b>Inspection number</b>	462082

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

<b>Type of school</b>	Secondary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	1017
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Wright
<b>Headteacher</b>	Shirley Havard
<b>Date of previous school inspection</b>	22 May 2013
<b>Telephone number</b>	01582 571427
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