

Chipping Norton School

Burford Road, Chipping Norton, Oxfordshire OX7 5DY

Inspection dates

15–16 December 2015

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- The academy's leaders have an inaccurate view of its strengths and what needs to improve. The quality of teaching in Key Stages 3 and 4 is judged inaccurately because not enough account is taken of its impact on pupils' learning. Systems to manage teachers' performance are therefore compromised.
- Development planning is not good enough to drive the necessary improvements. Too few checks are made on the impact of actions taken to improve the academy's work.
- Disadvantaged pupils make significantly less progress than others. There are few signs of improvement. As a result, their achievements by the end of Key Stage 4 are well below national averages.
- Too many pupils who are eligible for the pupil premium, and some with disabilities or special educational needs, do not attend regularly. There are few signs of improvements in their attendance.
- Leaders and governors do not prioritise the achievement of disadvantaged pupils. There are too few reviews of their progress throughout the year and insufficient scrutiny of the impact of actions taken to improve their learning.
- The overall progress made by pupils by the end of Key Stage 4 has been consistently significantly below national averages in recent years. Pupils' progress in English is particularly low. Although there are signs of improvements, they are happening too slowly in some subjects.
- Too little teaching demonstrates high enough expectations of pupils. It often fails to meet the needs of disadvantaged pupils effectively.
- Many pupils behave well around the academy and in lessons but there is some unkindness based on differences. Sometimes low level disruption slows learning.

The school has the following strengths

- Pupils are well looked-after. The majority are happy in the academy and feel safe. The complex needs of some pupils are responded to in a timely, caring and effective manner.
- The sixth form is well led. Learners in the sixth form make good progress in many subjects. There are high expectations of them and they are very well supported to achieve their ambitions.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Make rapid and secure improvements to the progress of disadvantaged pupils (those who are eligible for government funding known as the pupil premium) by:
 - prioritising their achievement in planning at all levels
 - monitoring the impact of the pupil premium expenditure closely and frequently
 - making sure that their attendance at least matches the average attendance of other pupils nationally
 - ensuring that leaders and governors check that necessary improvements have been made at appropriate points throughout the year.
- Improve the effectiveness of leadership and management by:
 - setting out in the development plan clear targets and descriptions of what will be achieved at key points in the year to enable senior leaders and governors to monitor the impact of actions throughout the year
 - ensuring that judgements of the quality of teaching take account of its impact on pupils' learning over time
 - improving performance management systems to support better teaching and learning
 - extending senior leaders' and governors' understanding of good and outstanding practice
 - ensuring that governors use a range of information about outcomes for all groups of pupils to offer effective challenge and support to senior leaders.
- Improve the progress of all pupils, especially in English, by ensuring that teaching:
 - provides consistent and high levels of challenge, appropriate to pupils' needs and abilities
 - improves pupils' progress in Key Stage 3 so that they begin GCSE courses with a strong foundation
 - enables pupils currently in Key Stage 4 to catch up to make up for previous poor learning
 - eliminates any low level disruption to lessons.

An external review of the academy's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspectors strongly recommend that the academy should not seek to appoint newly qualified teachers until further notice.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Senior leaders do not have an accurate view of the academy's strengths and weaknesses. They have not tackled specific aspects of its work that are in urgent need of improvement. Development planning lacks detail and rigour. Plans address some appropriate priorities but only list actions and those responsible for reviewing their completion. There is little sense of specific expectations in terms of improvements in outcomes for pupils.
- There is little effective monitoring and evaluation of the school's improvement work. For example, steps have been taken to increase the attendance of some groups of pupils but little analysis is done to check the impact. This means that leaders do not know if actions have been successful.
- Middle leaders show a good understanding of a range of strategies that can be used to support improvement. Their work is not, however, sufficiently well focused by senior leaders. Discussions around current outcomes for pupils lack precision and rigour.
- Leaders' evaluation of the quality of teaching is inaccurate. They judged most teaching to be at least good last year, despite pupils' progress by the end of Key Stage 4 having been low for the last three years, with some groups underachieving significantly. This is because judgements are based on a few observations of classroom practice over the year by senior leaders and heads of department, alongside a small number of brief visits each term. There is insufficient emphasis placed on the impact teaching is having on the progress that pupils are making.
- There is a clear and urgent need to improve the progress being made by pupils from disadvantaged backgrounds. Leaders are not giving sufficient priority to this. It is included in the development plan, but there is not a coherent set of actions across the academy. There is little focus by leadership on the achievement of this group of pupils. The headteacher's recent report to governors provided no information on the progress of this key group. The relevant part of the teachers' standards is not included in the staff handbook. As a result, the academy's work to secure equality of opportunity is inadequate.
- The wide range of subjects and courses on offer in each key stage meets the needs of pupils. The academy has maintained an emphasis on GCSE examination courses throughout Key Stage 4 but has also made some provision for those pupils who would benefit from following vocational courses elsewhere for part of the week. Some pupils take short GCSE courses; the majority take a qualification in computer use, most at Level 2.
- The attendance, progress and behaviour of pupils who attend alternative provision are monitored well. Providers contacted during the inspection spoke of the good relationships they have with the academy and how well informed academy link staff are about issues around safeguarding and information, advice and guidance for these pupils' futures.
- British values are being promoted effectively in Key Stage 3 citizenship lessons. Provision at Key Stage 4 is less thorough, but assemblies ensure that pupils hear what is meant by democratic rights and responsibilities, the rule of law and tackling discrimination and valuing diversity. However, there is too little monitoring of the impact of this important work; a few pupils do not show respect for, or value aspects of, diversity.
- There is a lack of coordination between the new assessment scheme and changes in the curriculum and teaching. The assessment scheme launched in September had to be revised because it was confusing for parents, pupils and staff. The new scheme seeks to highlight pupils' next steps in their learning by establishing 'ladders of learning', but it is unclear how this is fundamentally different to previous levels.
- Careers advice and guidance offered to pupils are of good quality, timely and well organised. Pupils in Key Stages 3 and 4 receive good information about further education, training and employment, and impartial advice about staying on in the sixth form or pursuing courses elsewhere. This meets their needs and aspirations appropriately. There are opportunities for work experience in Year 10 and a well-attended and very useful careers fair in Year 11. Strategies such as the Spire Scheme and Up for The Challenge provide opportunities for pupils to learn about a range of exciting opportunities beyond school and encourage them to be ambitious. The careers coordinator tracks the aspirations and destinations of disadvantaged pupils with appropriate extra care and attention.
- Provision for pupils' social, cultural, moral and spiritual development is good. There is a wealth of extra-curricular opportunities, including Lighting the Fire talks to stimulate ideas and ambition, a Christian Union, inter-house competitions, and music. The Family Focus partnership of Chipping Norton schools provides an

exciting range of activities, including sports, astronomy, art and mathematics. The academy does not, however, monitor closely enough how well these opportunities are taken up by pupils from all backgrounds.

- Senior and middle leaders work with a local group of schools and colleges called the West Oxford Local Partnership to obtain external support and challenge. The academy does not draw on any support from the local authority, nor are there any indications that officers have signalled any concerns around outcomes for pupils. One aspect of the mutual support work from the partnership involves biennial visits of senior staff and an external adviser to each school to offer objective insights into its strengths and development needs. The last report of such a visit lacked detail and insight into the academy's work and failed to highlight important weaknesses.
- **The governance of the school:**
 - is not offering enough challenge to the academy's leaders to address specific aspects of its work, which have, for too long, been in clear need of improvement. Governors are too reliant on information provided by the headteacher. They lack a clear grasp on how well disadvantaged pupils are doing and, therefore, cannot judge how well the pupil premium grant is being spent. There is little challenge to the headteacher and other senior leaders over their judgement of the quality of teaching as 'good', given the poor progress made by pupils by the end of Key Stage 4 in recent years. Governors place too much emphasis on GCSE grades rather than whether the outcomes are good enough, given pupils' starting points. As a result, a high proportion of teachers eligible for a pay rise received one last year, despite some significant weaknesses in examination outcomes across many subjects. Governors take pride in pupils' accomplishments and their participation in local and national events.
- The arrangements for safeguarding are effective. All checks on the appointment of staff and other adults who work with pupils are undertaken reliably. Safeguarding policies and procedures are clear, useful and are up to date. There is regular and good quality training in safeguarding at an appropriate frequency in the school year. The staff designated as safeguarding leads are trained as trainers and work across other schools in the area. Any incidents are managed promptly, and outside agencies, including the local authority, are involved appropriately.

Quality of teaching, learning and assessment is inadequate

- Not enough teaching ensures that pupils make sufficient progress during Key Stages 3 and 4. Expectations are often not high enough and there is too much emphasis on pupils acquiring adequate grades in their GCSE examinations rather than reaching the best standard they can.
- There is too little provision of work of an appropriately demanding nature for the most able, and some of the work set for those who struggle is not adapted well enough. The quality of group work is variable even in the best lessons.
- Too little teaching is aimed at driving up the achievement of disadvantaged pupils. This is because there is insufficient emphasis on this from senior leaders. A few examples of special provision for those eligible for the pupil premium were seen during the inspection, including one teacher who makes a point of giving extra support for these pupils on a regular basis. This kind of provision is very much the exception, however.
- Learning support assistants sometimes take a passive role in lessons. For example, during a teacher-led discussion in the introduction to a lesson, two assistants stood at the back and did little to encourage individuals to listen attentively, try to answer questions or ask some of their own.
- Pupils receive feedback from teachers on their work but too little is subject-specific or useful for them to move forward in their learning. Much work that is incorrect, presented untidily, or is unfinished is left unchallenged.
- Teaching in English has been ineffective in enabling pupils to make secure progress. The emphasis on improving provision in Key Stage 3 will not show in better examination results for some time. There are recent useful moves to put special provision in place to offer urgent support for pupils in Key Stage 4, including a catch-up group for boys in Year 11. Some innovative work between the head of English and the special needs coordinator has started to improve pupils' literacy skills. Steps have been taken to gauge the difference this work is making but it is too soon to see its impact.
- Teaching in mathematics gives pupils the chance to learn standard techniques and skills but it often fails to give them opportunities to use and develop their knowledge and understanding in contexts that stretch

and interest them. Pupils' work shows that their skills of mathematical reasoning are underdeveloped, and that they find it hard to apply their skills in unfamiliar situations. During the inspection, some classes were observed undertaking Christmas puzzle work but the underlying mathematics was often undemanding.

- Pupils value the good working relationships they have with some teachers, but several groups said that this was only the case in about half of their lessons. Around nine out of ten of parents who expressed an opinion on Parent View said that their child is taught well here.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The academy's work to promote pupils' personal development and welfare requires improvement.
- Attendance across Years 7 to 11 has been below national averages for the last few years. The average attendance of disadvantaged pupils, and some who have disabilities or special educational needs, has been well below average. There are signs that some pupils with very high absence levels previously are attending more regularly but there is too little overall improvement.
- Provision for the care of pupils is a strength. As a consequence, many pupils feel safe, well cared for and respected. The specific and complex needs of a small proportion of pupils are met well; there are rapid and effective responses by staff to any signs of pupils' needing support. Some specific cases were examined during the inspection and academy staff were seen to be coordinating information and strategies effectively with a range of agencies. Around nine out of ten parents who responded to Parent View said that their child is happy at the academy and feels safe here.

Behaviour

- The behaviour of pupils requires improvement.
- Bullying is rare and there is little that is physical. Some inappropriate behaviour, involving pushing and shoving each other, was seen by inspectors as pupils moved around the academy. Pupils say that such behaviour is picked up by staff, if it is known about, and handled well. Pupils are more concerned about the use of unkind words and language, describing it as 'wounding'. This is the exception rather than the rule, and most pupils treat each other with respect and thoughtfulness.
- Pupils' behaviour in lessons is very dependent on the set they are in and the quality of the teaching. Some reported to inspectors that behaviour in top sets is good but can be more challenging in others. Some low level disruption was witnessed during the inspection when pupils' work was not organised well enough, or they were not challenged appropriately. Leaders respond rapidly and staff say that they feel well supported with discipline issues. The academy's three-strike system, to signal dissatisfaction with a pupil's behaviour before any sanctions are taken, is used consistently and is well understood by pupils.
- Pupils are willing learners in lessons but too few take the opportunity to test their grasp of the ideas involved. There is a willingness to answer questions posed by teachers to the group, but few are asked back in response. The vast majority of pupils get on with tasks set smartly and productively, but few extend the demands of the work or take it in interesting directions. Work in books is generally secure, but is occasionally poorly and carelessly presented or left incomplete.
- The academy has recently reorganised its provision for pupils who need to be out of lessons because of poor behaviour. Staffing is now more stable and pupils can be monitored better. This is a useful alternative to exclusions, which were above average a few years ago but have declined since.

Outcomes for pupils are inadequate

- For too long, the progress made by pupils by the end of Key Stage 4 has been significantly below national averages. This poor progress is disguised by pupils achieving examination grades that are broadly in line with national averages, though they have arrived with Key Stage 2 outcomes that are slightly above average. The proportion of good grades is forecast by the academy to be better for the current Year 11 and Year 10 pupils, but a major contribution is the higher-than-average attainment on entry to the academy of the current Year 10.
- There have been significant and unacceptable gaps between the achievement of pupils eligible for the pupil premium and others in the academy, as well as others nationally, for too long. There are few signs of these gaps closing. For example, gaps in English in 2015 are equivalent to over a grade compared to other pupils

in the academy, and nearly a grade and a half compared to other pupils nationally. The gaps in mathematics are equivalent to nearly a grade and a half at GCSE.

- A significant number of pupils, many of them eligible for the pupil premium, fell significantly short of what was expected of them in recent years. These pupils are known to senior leaders, but the extent of the problem in 2015 remained similar to 2014. This involves a few pupils leaving with very few examination passes at very low grades, or none at all.
- Pupils with disabilities and those with special educational needs make progress which is similar to that of others. The academy's work to support these pupils, specifically those who are supported by the Year 7 catch-up premium, and improve their progress, has recently been reorganised. There is not enough evidence of its impact yet.
- The progress of more-able pupils is cited as a strength by leaders. However, their progress has been below that of similar pupils nationally, and below overall national averages for the last two years. This is reflected in a smaller proportion achieving the highest grades at GCSE. There is no evidence that it is currently better.
- Pupils' progress in English has been in decline for some time. In 2015, the average progress made by pupils who left Year 11 was in the bottom 10% of schools nationally. There is a wide range of strategies in place to improve this progress, but few signs yet of its impact in Key Stage 4. Projections for the current Years 10 and 11 pupils show average grades some way below expectations based on their Key Stage 2 performance.
- Pupils' progress in mathematics by the end of Key Stage 4 dropped significantly in 2015. It is currently better than in English and similar to the broadly secure progress seen in some other subjects.
- Pupils who attend a local college or a local school to take animal husbandry, mechanics or catering courses make good progress in these subjects and acquire useful qualifications, skills and experiences.

16 to 19 study programmes

is good

- The leadership of the sixth form is good. It balances high levels of expectations of learners with very good support. Outcomes in the sixth form have been a clear strength of the academy in the past and remain so.
- The head of sixth form promotes learners' achievements and the development of their personal skills very effectively. Learners' progress towards demanding targets is checked regularly and an effective raft of support measures are delivered by form tutors and subject teachers for any who may start to fall behind. Sixth formers make good use of the academic mentoring on offer and report that they find it beneficial.
- Teaching in the sixth form is significantly better than in Key Stages 3 and 4. Teachers demonstrate higher expectations of learners and there is a closer focus on individual learners' achievements and better support for them to reach their ambitious targets in each subject. Learners are motivated to do well in their chosen areas of study.
- There is a wide range of A-level courses and one vocational course in dance on offer. The curriculum is well planned with clear routes for further study or employment. Recently, too many learners have not progressed from Year 12 into Year 13. While leavers have been supported to take up apprenticeships, employment or college places, leaders recognise that there is more to be done to ensure that all learners are on the right course in the first place.
- Learners enter the sixth form with appropriate qualifications to allow them to follow their chosen courses. and typically achieve well so that they are effectively prepared for life beyond the sixth form. As all enter with A* to C grades in both English and mathematics at GCSE, there is no requirement for any to have additional support in these subjects. Outcomes in the 16–19 study programmes are not yet outstanding as learners do not make equally rapid progress in all subjects. Leaders are aware of this and appropriate actions are being taken to further improve teaching and learning in target areas.
- Learners get involved in the wider community through a range of activities, including supporting sporting events for younger children, acting as senior leaders at social events and supporting charities. This contributes strongly to their development as responsible citizens.
- Learners are mature, well behaved, tolerant and respectful of difference and diversity. They understand how to look after themselves and keep themselves safe.
- Leaders encourage all sixth formers to engage in work experience and make sure that they receive high-quality careers education and guidance. Support for applications to prestigious universities, the Spires initiative, and regular visiting speakers, are particularly valued by learners and help them to be well

prepared for the future. All learners progress from Year 13 to further education, employment or apprenticeships in their chosen fields. Increasing numbers are progressing to study at Russell Group universities.

School details

Unique reference number	137936
Local authority	Oxfordshire
Inspection number	10000742

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Academy converter
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1034
Of which, number on roll in 16 to 19 study programmes	185
Appropriate authority	The governing body
Chair	Greg Ledgard-Hoile
Headteacher	Simon Duffy
Telephone number	01608642007
Website	www.chipping-norton.oxon.sch.uk
Email address	office.4010@chipping-norton.oxon.sch.uk
Date of previous inspection	25–26 April 2012

Information about this school

- Chipping Norton School is a near average sized academy serving a largely rural population in West Oxfordshire.
- Around one in six pupils are known to be eligible for the pupil premium (additional government funding). This is below the national average. Some pupils are eligible for the Year 7 catch-up premium.
- The proportion of pupils who are disabled or have special educational needs is below average.
- The academy serves a community with relatively little ethnic or cultural diversity.
- There have been several new heads of department recently, including in mathematics and science this term, and in English last year.
- A small number of pupils in Key Stage 4 attend Banbury College or Warriner School for one day each week to study vocational courses.
- The academy meets the government's current floor standard, which sets minimum expectations for attainment and progress.

Information about this inspection

- This inspection began as a short inspection of a school judged good at its most recent section 5 inspection. It was converted to a section 5 inspection and the lead inspector and team inspector were joined on the second day by another member of Her Majesty's Inspectorate and three Ofsted Inspectors.
- Inspectors observed 29 lessons, some jointly with senior staff, and made shorter visits to 30 others to check specific aspects of the academy's work.
- Inspectors met with the headteacher and other senior staff, representatives of the governing body, other staff and groups of pupils both formally and informally, and talked on the telephone with the chair of governors.
- The academy's development planning, self-evaluation documents, policies and safeguarding procedures were scrutinised.
- Inspectors took into account the 153 responses to Parent View, including 86 comments from parents, and two letters from parents received during the inspection.

Inspection team

Alan Taylor-Bennett, lead inspector	Her Majesty's Inspector
Matthew Newberry	Her Majesty's Inspector
Alison Bradley	Her Majesty's Inspector
Howard Dodd	Ofsted Inspector
David New	Ofsted Inspector
Gwendoline Onyon	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

