

Inspection of Chetwynde School

Rating Lane, Barrow-in-Furness, Cumbria LA13 0NY

Inspection dates:

5–6 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

Chetwynde School is a family-orientated and welcoming community. Pupils enjoy being at the school and are very well cared for by staff. Relationships between staff and pupils are strong. Teachers know pupils well and have high expectations of them. Pupils are polite and respectful to each other and their teachers. In lessons, pupils listen to staff and work hard. They play sensibly and socialise well together at break- and lunchtimes.

Pupils feel safe. Those spoken to say that bullying only rarely happens. They told inspectors that staff deal with it quickly if it does occur. Pupils take part in a wealth of clubs and activities, such as sports, residential visits and the Duke of Edinburgh's Award scheme. These help to develop pupils' confidence and well-being.

There have been many improvements since the previous inspection. For example, pupils in the primary school do well in English and mathematics. However, some subjects other than reading, writing and mathematics are less well developed in the primary school. Pupils do not have the opportunity to study music in key stage 3.

Parents and carers are very supportive of the school. A typical comment from a parent was, 'My child has flourished in this school.'

What does the school do well and what does it need to do better?

Leaders and governors want pupils to do the best they can. Pupils achieve well in a wide range of subjects in both the primary and secondary school. Leaders have made sure that lessons are taught in a logical order in most subjects. However, in the primary school, some subjects other than English and mathematics are not planned carefully enough. This does not help pupils to build on their previous knowledge. Most subject leaders in the primary school are recently appointed. Senior leaders have plans in place to develop their expertise.

In the secondary school, pupils are learning more in mathematics. However, they do not have sufficient opportunities to develop their problem-solving skills. The curriculum in key stage 3 is not as broad as the national curriculum intends. This is because pupils do not currently get the chance to study music.

Leaders have high expectations for pupils who are disadvantaged and pupils with special educational needs and/or disabilities (SEND). Leaders ensure that the curriculum for pupils with SEND is adapted appropriately. Most pupils with SEND are supported effectively.

Pupils show positive attitudes to learning in class. They work well with each other. Leaders and staff across the school work closely with families to make sure that most pupils attend school regularly. However, disadvantaged pupils attend school less often than others.

Reading is promoted well throughout the school. In Reception Year, staff model spoken English well. They also provide interesting activities which help children to learn letters and sounds. For example, children explored and developed some key vocabulary about bonfire night. This included words such as 'fireworks', 'Guy Fawkes', 'whizz' and 'pop'. Staff make sure that reading books help pupils to practise the sounds that they have learned. Pupils say that they enjoy reading. They talk about the different authors and genres they like. Most pupils learn to read confidently and fluently.

The early years provides children with a flying start. The curriculum is planned well to meet the needs and interests of children. Both the indoor and outdoor areas provide stimulating and imaginative places for children to develop their understanding of the world. Children have clear routines and settle in quickly when they start school. Adults develop children's writing and number skills well. Children leave Reception Year well prepared for learning in key stage 1.

The curriculum is enriched with a wide range of additional activities and opportunities, including chess, rugby and netball. Pupils enjoy taking part in science and swimming competitions. They learn about different cultures and religions through visits to places of worship and celebrate religious festivals other than their own, such as Diwali. This helps them to develop respect and tolerance for others. Pupils in the secondary school receive useful careers advice and guidance. In 2019, all Year 11 pupils secured places in education, employment or training by the time they leave school.

The acting headteacher has won the trust of staff, parents and pupils since his appointment in September 2019. Staff say that leaders consider their workload and well-being. Staff across the primary and secondary phases speak highly of the training opportunities that they receive. They work effectively together to ensure that the curriculum builds on pupils' knowledge and skills from key stage 2 to key stage 3.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of keeping pupils safe in school. Leaders and governors have improved the security of the site and safety for pupils. Staff and governors have received up-to-date safeguarding training. Staff know what to do if they have any concerns about a pupil. Leaders work well with external agencies to protect vulnerable pupils. Records are detailed and show that concerns are followed up quickly. Leaders know the potential risks in the local area, such as county lines and child sexual exploitation. Pupils learn about these risks and how to stay safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have worked effectively to plan a coherent curriculum in most subjects across the curriculum. However, the curriculum in mathematics in the secondary school and some subjects other than English and mathematics in the primary school are less well developed. Leaders should ensure that these subjects are planned more coherently so that pupils can learn more and remember more.
- Leaders should ensure that they provide opportunities for pupils to study music in key stage 3 so that the school's curriculum reflects the ambitions of the national curriculum.
- Some subject leaders in the primary school are recently appointed and have less experience in their roles. Leaders and governors need to ensure that they are trained and supported so that they can carry out their new roles effectively.
- Most pupils attend regularly. Leaders need to build on the strategies they use to ensure that the attendance of disadvantaged pupils continues to improve.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141106
Local authority	Cumbria
Inspection number	10087870
Type of school	All-through
School category	Academy free school
Age range of pupils	4 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	Board of trustees
Chair	Leon Walters
Headteacher	Stephen Jefferson
Website	www.chetwynde.co.uk
Date of previous inspection	3–4 May 2017

Information about this school

- The current headteacher is an acting headteacher and he was appointed in September 2019. Prior to this, he was the deputy headteacher in the school.
- The structure of leadership in the primary school changed this academic year. New subject leaders have been appointed to lead subject areas.
- Since the previous inspection, a new chair of governors has been appointed. The sixth-form provision closed in 2017.
- The school became a member of the Furness Education Consortium in September 2019. This is a group of seven schools in the local area that work to improve educational provision for pupils.
- The school currently uses alternative provision at Cowran Estate to contribute to the education of a small number of pupils.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We had meetings with the headteacher, other senior leaders, subject leaders,

teachers, other school staff and with governors. We held informal and formal discussions with many pupils and observed interactions during social times. We also spoke to a representative of an alternative provider used by the school by telephone.

- We reviewed a wide range of evidence, including the school's self-evaluation, improvement plans, and attendance and behaviour records. We also reviewed minutes of governing body meetings.
- To inspect safeguarding, we looked at safeguarding policies and reviewed the school's record of checks on the suitability of staff and governors. We met with the designated safeguarding leader. We also spoke to pupils about safeguarding and considered parents' views.
- We analysed 111 responses to Ofsted's online questionnaire, Parent View, and 107 text responses from parents. We spoke with parents as they dropped off their children at the school gate. No responses were received to the questionnaires for staff and pupils.
- We started the inspection by focusing on design technology, history, reading and mathematics. We visited a sample of lessons in these subjects, met with subject leaders, scrutinised pupils' books and had discussions with teachers and a small group of pupils. On the second day of the inspection, we visited lessons in other subjects.

Inspection team

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