

Inspection of Chiswick School

Burlington Lane, Chiswick, London W4 3UN

Inspection dates: 22–23 January 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Good

Sixth-form provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils have noticed the changes that have taken place at the school over the last year. Leaders have worked swiftly to overcome previous weaknesses and improve the quality of education. Pupils and students receive strong provision in a range of subjects.

Pupils' behaviour is good. Parents and carers, pupils and staff all share the opinion that it is now much better than at the last inspection. This is due to leaders' unwavering focus and teachers' consistent approach on the few occasions when these expectations are not met.

The school community is proud of its diverse and comprehensive intake. Typically, pupils are respectful towards others in lessons and as they move around the school site. This supports a calm and positive atmosphere in which pupils feel safe. Pupils said that bullying is infrequent. When it occurs, staff deal with it promptly.

A broad range of enrichment and extra-curricular opportunities is on offer. Leaders keep detailed records of who participates in which activities. They use this to ensure that everyone benefits from what is available.

Parents also recognise the difference new leaders have made. The views of many were captured in one comment: 'Empowering students to be ambitious and proud, isn't just a mantra here; it's lived and breathed every day.'

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

Pupils study the full range of national curriculum subjects in Years 7 and 8. Current Year 9 pupils continue with most subjects but were required to select two options from design and technology, art, drama and music at the end of Year 8. Extra-curricular events are offered so that Year 9 pupils may have some experiences in the subjects not chosen. This arrangement will change in September 2020, when all pupils will study the full range of subjects throughout Years 7 to 9.

Leaders are ambitious for pupils to do well. This includes pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. In most subjects, they have identified the key knowledge and skills that pupils need to be successful learners. Leaders have thought carefully about how subject content builds on prior learning. For example, in mathematics, leaders changed the order of some topics they teach in Years 7 and 8 so that pupils can learn better. In Year 9 history, a unit on the Holocaust provides important contextual detail for studying Nazi Germany in Year 10.

Staff in different subjects routinely use the same approaches to help pupils to know more and remember more. Teachers make clear the knowledge that is expected to be learned in each subject. This helps to guide pupils' studies and enables them to learn well. Pupils start new tasks by recalling their previous learning. For example, in

Year 11 music, pupils explained previously learned subject-specific terms and then applied them accurately to the aural analysis of a performance. Precise questioning is used to bring out detailed responses from students. For example, in English, Year 7 pupils developed their understanding of inference by being asked about the different meanings of words and phrases.

The science department has undergone significant recent changes of staffing and leadership. Programmes of study have been redesigned in some but not all year groups. Some pupils, particularly in Year 9, still have gaps in their scientific learning and this prevents them from being able to tackle more demanding work.

Leaders make sure that the needs of pupils with SEND are identified quickly. Targeted support is put in place that allows them to learn alongside their peers. Where pupils are really struggling, time-limited personalised programmes are put in place. This helps pupils catch up quickly and participate more in their learning.

Routinely, pupils behave well and disruptions in class are rare. When isolated incidents arise, staff deal with them swiftly and decisively. Not all pupils are keen on some of the behaviour strategies that have been introduced. However, they recognise the positive impact these have had on helping them to learn and make better progress.

Opportunities for pupils' personal development are exceptional. Pupils enjoy lots of workshops and performances which broaden their experiences. Impressive numbers take part in the huge range of clubs, trips and visits available. Pupils take responsibility for whole-school initiatives. The Rainbow Alliance works with the pastoral, social, health and citizenship education (PSHCE) team to develop and deliver a programme on LGBTQ+ issues. The eco-alliance is leading the school's efforts to become more sustainable.

Sixth-form students are great role models for younger pupils. They get involved in many activities, including mentoring, volunteering and charitable work. They enjoy these pursuits and feel valued for the contributions they make. Students receive appropriate advice and guidance about their next steps. Most of them go on to further study or higher level training.

Staff praise leaders for the improvements that have been made. They said that leaders take their workload and well-being seriously. Staff morale is high. They are committed to playing their part in the continued improvement of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff and governors receive regular training in safeguarding pupils. Staff are alert to the signs that a pupil may need support. They are quick to act when issues are identified. Referrals are dealt with effectively and in

a timely manner. Leaders work collaboratively with other agencies to ensure that they meet pupils' needs.

Pupils and sixth-form students learn how to keep safe through the PHSCE programme. They are taught about knife crime, gang culture, extremism, sexual violence and sexual exploitation in an age-appropriate way. Topics are reinforced through regular assemblies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The planning and delivery of the curriculum in most subjects, including English and mathematics, are strong. Pupils in all year groups show that they know more, remember more and can do more. In science, subject plans are developing but not yet complete. Consequently, some pupils still have gaps in their scientific learning. This is particularly noticeable in Year 9. Leaders must ensure that they continue to review subject planning so that all pupils build up their scientific knowledge securely.
- Leaders should enact the school's plans for all Year 9 pupils to study the full range of curriculum subjects from September 2020 take effect. This is to ensure that all pupils study the full curriculum for as long as possible.

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 are the school and you are 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	137907
Local authority	Hounslow
Inspection number	10121520
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,288
Of which, number on roll in the sixth form	240
Appropriate authority	Board of trustees
Chair of trust	Rachel Jerrome
Headteacher	Laura Ellener
Website	www.chiswickschool.org/
Date of previous inspection	6–7 November 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up her post at the school in January 2019.
- The school uses alternative provision at The Woodbridge Park Education Service.

Information about this inspection

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

- Inspectors held meetings with the headteacher, members of the senior leadership team and the special educational needs coordinator.
- We did deep dives in these subjects: English, mathematics, science, history and music. To do this, we met with leaders, teachers and pupils. We visited lessons in these subjects and looked at pupils' work.

- We spoke formally and informally with pupils, sixth-form students and members of staff. We also considered the views of staff, pupils and parents through Ofsted's inspection surveys.
- We met with four members of the trust, including the chair and vice-chair.
- We spoke with representatives of the local authority.
- The school's policies relating to safeguarding were scrutinised. We spoke with the designated safeguarding lead. Records of pre-employment suitability checks were also reviewed. To check the culture of safeguarding, we spoke with pupils and staff.
- We took into consideration additional correspondence received during the inspection.

Inspection team

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