

# Inspection of Bilton School

Lawford Lane, Rugby, Warwickshire CV22 7JT

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Inspection dates: 6 and 7 July 2021

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Inadequate

## **What is it like to attend this school?**

Leaders have prioritised keeping pupils safe since the last inspection. Relationships between pupils and staff are very positive. Pupils feel safe and know that there will always be an adult to help them if they have any worries or problems.

Pupils and teachers agree that behaviour has improved over the last few years. Pupils are polite and well-mannered. They behave well in lessons and as they move around the school at break and lunchtimes. Pupils said that if there is disruption in lessons it is usually handled well by teachers. Pupils explained that bullying is not tolerated by adults and if it does happen it is dealt with quickly.

The school's motto is 'be the best you can be' and leaders have high expectations of what pupils can achieve. Leaders have developed the curriculum since the last inspection so that it is broad and matched well to the needs of all pupils, including those with special educational needs and/or disabilities (SEND).

Pupils' personal development is very well supported at the school. For example, pupils learn about different cultures, religions and communities. Pupils celebrate and are respectful of diversity and understand the importance of treating others fairly and with kindness.

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

Leaders have been swift to respond to the areas for improvement identified at the last inspection. They have developed an ambitious curriculum that includes a broad range of subjects. They have introduced some new subjects, for example photography and business studies, in response to pupils' interests and aspirations. Leaders have also increased the range of subjects that can be studied in the sixth form, including options that lead to vocational qualifications. This means that students in the sixth form follow courses that lead to a wider variety of next steps than in the past.

Subject plans are well sequenced and include the important content that pupils must learn. Leaders have thought carefully about connections between each of the key stages so that what is learned in Year 7 is built upon through to Year 13. This means that pupils acquire and then deepen their knowledge. There are also helpful connections between subjects. For example, pupils will read a text in English that will help them to understand the period of time they are studying in history. Some of the curriculum plans have been adapted to support pupils who have gaps in their learning as a result of the pandemic. Leaders know that they need to continue with their work to ensure that plans in all subjects and year groups are consistently delivered well to enable pupils to make as much progress as they can.

Leaders recognise the importance of pupils reading regularly. Support is provided to help weaker readers become more fluent. Pupils in key stage 3 enjoy reading

sessions where the whole class shares a text and listens to the teacher read. Pupils in Year 8 spoke with high interest about their current book, John Steinbeck's 'Of Mice and Men'.

There are some differences in how assessment is being used across the school. For example, some departments are collecting information more frequently than others. Leaders are currently reviewing and further developing appropriate whole-school approaches to assessment.

Pupils with SEND are supported effectively to access the curriculum alongside their peers. Teachers adapt plans well to meet pupils' needs. This means that pupils with SEND make strong progress.

Pupils behave well and most demonstrate positive attitudes to learning. They respond well to adults' high expectations. Most pupils attend regularly. Leaders are doing everything they can to improve the attendance of a group of pupils who are persistently absent. Pupils in Year 11 and Year 13 left school at the end of the summer half term. The school has provided transition tasks for pupils in Year 11 to help them prepare for the move into Year 12.

Leaders have created a comprehensive programme to strengthen pupils' personal development. They are supported to become confident young people who are prepared well for life in modern Britain. Pupils are keen to have extra responsibilities, for example, as a school councillor or mental health ambassador and take these roles seriously. Students in the sixth form learn about living independently. For example, they learn how to manage a budget.

Pupils benefit from effective careers guidance to help them to make decisions about their next steps. Pupils in Years 10 and 12 complete work experience and are supported with applications for college and university courses and apprenticeships.

Trustees and governors are ambitious for the school and its pupils. They know the school's strengths and they know what needs further development. They provide effective challenge and support. Staff enjoy working at the school and believe that leaders are mindful of their workload and well-being when making changes at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that their processes for safeguarding and child protection are robust and clear. All staff receive effective training to be able to recognise and report any concerns about a pupil's well-being or safety.

Leaders respond quickly when concerns are raised and are steadfast in their determination to make sure vulnerable pupils, and where appropriate their families, get the help they need.

Pupils learn how to keep themselves safe, for example when using the internet. Teaching about healthy relationships begins as soon as pupils join the school.

Pre-employment checks ensure that the adults the school employs are suitable to work with children.

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

### **(Information for the school and appropriate authority)**

- The curriculum is planned well across the school. Teachers have made adaptations to the planned curriculum to support pupils to catch up with learning that has been missed because of the pandemic. Leaders should continue with their work to assure themselves that the planned curriculum is being implemented consistently well in all subjects across all key stages.
- There is variability in how teachers use summative assessment in different subjects. Some teachers assess pupils more frequently than is necessary or required of them. Leaders should continue with their work to refine and clarify how assessment should be used in each subject.

## **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 [here](#).

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

<b>Unique reference number</b>	145575
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10184730
<b>Type of school</b>	Secondary
<b>School category</b>	Academy
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1053
<b>Of which, number on roll in the sixth form</b>	142
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Clare Chevassut
<b>Headteacher</b>	Tim Chambers
<b>Website</b>	<a href="http://www.biltonschool.co.uk">www.biltonschool.co.uk</a>
<b>Dates of previous inspection</b>	1 and 2 October 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is a member of the Stowe Valley multi-academy trust.
- The school places a small number of pupils with one alternative education provider. The provider used by the school is Circles Network.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspectors met with the headteacher, members of the senior leadership team, the chief executive officer of the trust and a member of the local governing body. They also met with subject leaders and the special educational needs coordinator.
- Inspectors focused most closely on these subjects: English, mathematics, science, physical education, history, art and modern foreign languages. This involved examining subject plans, visits to lessons, scrutiny of pupils' work, talking to pupils about their work and talking to teachers.
- Inspectors met with the designated safeguarding lead and looked at the records of the actions taken by leaders to protect pupils at risk. They spoke with pupils, staff and school leaders about safeguarding.
- Inspectors scrutinised a range of documentation, including the checks undertaken on newly appointed staff. They examined the minutes of the local governing body meetings and considered information about pupils' behaviour, attendance and personal development.
- Inspectors observed pupils' behaviour in lessons and around the school site. They spoke with pupils to discuss their views of the school.
- Inspectors spoke to different members of staff, including recently qualified teachers, catering assistants and support staff to seek their views about how well pupils behave.
- Inspectors considered 66 responses to Ofsted's online survey, Parent View, and considered the 54 responses to the questionnaire for staff. There were no responses to the questionnaire for pupils.

### **Inspection team**

Jo Evans, lead inspector	Her Majesty's Inspector
Mike Onyon	Ofsted Inspector
Graeme Rudland	Ofsted Inspector
Emma Gater	Her Majesty's Inspector

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