

Inspection of a good school: Claverham Community College

North Trade Road, Battle, East Sussex TN33 0HT

Inspection dates:

23 and 24 April 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils demonstrate immense pride in belonging to this inclusive school. There is a strong sense of community, where everyone is accepted and nurtured. As a result, pupils are happy and feel safe coming to school. Staff know the pupils well and care about their achievements. This leads to excellent rapport and mutual respect in every year group. Instances of poor behaviour are exceptionally rare. Pupils know that bullying and discrimination will not be tolerated.

Pupils are highly motivated, resilient and considerate of others. They cooperate well and actively support each other's well-being. Mental health ambassadors and prefects look out for other pupils and offer support. Across the school, there is a positive and calm atmosphere that helps everyone to learn.

The schools' ethos on all pupils being 'individually successful, community-spirited and globally aware' is clearly understood by everyone. Pupils' talents and interests are extensively developed through the vast opportunities on offer. This includes community and charity work in their local area and trips abroad. Pupils are ambitious about their future plans because of the exceptional support and guidance they get at school. Their achievements across many subjects are consistently high. Consequently, pupils leave this school as compassionate and knowledgeable young adults.

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

Pupils benefit from studying an extensive range of academic and creative subjects. These are well matched to pupils' needs. Staff inspire pupils to make ambitious choices about their future when choosing subjects to study at key stage 4. The school has considered the important knowledge and skills they want pupils to develop. Consequently, pupils

learn through a well-planned and structured curriculum across every subject. Teachers have high levels of subject knowledge and are passionate about what they teach. They understand what pupils need to know and when to teach it. For example, teaching in modern foreign languages ensures that pupils gain a strong foundation in grammar in Year 7. Pupils build on these foundations over time, gaining extensive knowledge of vocabulary.

Disadvantaged pupils, including those with special educational needs and/or disabilities, achieve well. The school accurately identifies pupils' needs and makes suitable adjustments. Consequently, these pupils learn the curriculum confidently because their needs are well met. Pupils who are in the early stages of learning to read or who are not confident or fluent readers get the support they need to help them learn well across the curriculum. Staff working with these pupils are knowledgeable. Reading is given priority at the school through a dedicated literacy programme. Careful text choices have been made to engage and inspire pupils in every subject. Teachers ensure that pupils understand and use academic vocabulary precisely.

Highly effective and personalised professional development is in place for all staff. Leaders encourage staff to reflect and continually seek improvements to their practice. As a result, staff deliver the curriculum across the school expertly. Teachers check pupils' understanding meticulously. Assessment is used effectively to establish pupils' starting points and to check for gaps in pupils' understanding. As a result, teaching consistently supports pupils in the next steps in their learning.

The school makes significant contributions to pupils' wider development through interesting and engaging experiences. These include residential visits, fieldwork, trips and hearing from external speakers. Pupils appreciate the opportunity to discuss and debate topics that are important to them. They receive a wealth of careers advice which begins as soon as they start school. They have opportunities to meet employers, visit workplaces and receive personalised guidance when moving to the next stage in their education. Older pupils have meaningful work experiences. As a result, pupils are aspirational about their next steps in education, employment or training.

Pupils' attendance is strong across the school. Leaders' approach to monitoring attendance is precise. Pupils appreciate the rewards they receive for good attendance and their attitude to learning.

Staff reflect that this school 'is a special place to work' due to the 'strong community ethos'. The positive culture that leaders have created enables pupils to flourish.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an

ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2018.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	114584
Local authority	East Sussex
Inspection number	10321803
Type of school	Secondary comprehensive
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,137
Appropriate authority	The governing body
Chair of governing body	Monica Whitehead
Headteacher	Paul Swatton
Website	www.claverham.e-sussex.sch.uk
Dates of previous inspection	31 October and 1 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school uses one registered alternative provision and six unregistered alternative provisions to support the education of a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical educational qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors held meetings with the headteacher, the senior leadership team, teachers, support staff and pupils.
- The lead inspector met with members of the governing body, including the chair of governors, and had a phone conversation with the local authority representative.

- The inspectors carried out deep dives in these subjects: English, mathematics, modern foreign languages, food nutrition and history. In each subject, the inspectors met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at samples of pupils' work. Other aspects of the school's curriculum were also considered.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of a range of other information, including the school's development plans, school policies and governor minutes.
- The inspectors considered the responses to the Ofsted Parent View questionnaire and the free-text comments that were submitted. They also took account of the responses to the confidential staff survey and gathered the views of both staff and pupils throughout the inspection.

Inspection team

Nuamera Anwar, lead inspector

His Majesty's Inspector

Shazia Akram

His Majesty's Inspector

Giles Osborne

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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