



Chilwell School

Inspection Report

Unique Reference Number 122854
LEA NOTTINGHAMSHIRE LEA
Inspection number 281361
Inspection dates 10 May 2006 to 11 May 2006
Reporting inspector Mr. David Simpson LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive	School address	Queen's Road West
School category	Community		NG9 5AL
Age range of pupils	11 to 18		
Gender of pupils	Mixed	Telephone number	0115 9252698
Number on roll	1011	Fax number	0115 9258167
Appropriate authority	The governing body	Chair of governors	Mr.G Bagley
Date of previous inspection	6 November 2000	Headteacher	Mr. R Haylock

Age group	Inspection dates	Inspection number
11 to 18	10 May 2006 - 11 May 2006	281361

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

Chilwell school is an above average size mixed comprehensive school. The school is in its first year as a specialist school for media arts, mathematics and computing. Approximately two fifths of pupils continue their education into the Lakeview sixth form college which is based on the Chilwell school site and is part of a confederation with another school. The proportions of the pupils who are entitled to free school meals, have statements of special educational needs or have learning difficulties and/or disabilities are well below the national average. Almost all pupils are of White British background.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Chilwell is a good school with high aspirations to be the best school in Nottinghamshire. Standards are above the national average and rising as a result of concerted work to improve the progress of pupils. Attaining specialist school status in media arts, mathematics and computing has further strengthened the school's already good links with local junior and infant schools, business and the local community. Although only in its first year of specialist status, Chilwell has effectively used the additional resources to improve pupil achievement and to raise standards both in the specialist subjects and throughout the school, and is making good progress towards its targets. Pupil development and well-being are good and there is a strong emphasis on respecting and valuing each individual young person. Teaching and learning are good overall and the best teachers have good working relationships and establish an atmosphere in which pupils work purposefully. Where teaching is less effective, planning does not sufficiently address the needs of different groups of pupils, learning objectives are too often focused on tasks to be completed in the lesson and activities do not actively involve pupils in their learning. The curriculum is good and effectively meets the needs of pupils through a mix of a well planned core entitlement for all pupils and a wide range of subject options, including those in Year 9. The care, guidance and support for learners are satisfactory with many strengths. The school actively encourages the pupils to look after each other's welfare and to take a full part in helping people locally. However, the school recognises that monitoring of pupils with additional learning needs has to be more systematic. Leadership and management are good. A teacher described the headteacher's leadership as inspirational. He has provided clear leadership and direction which has enabled staff to feel actively involved in the school's development and to believe that they can make the school even better. Chilwell has a good capacity to improve. The school's evaluation is generally rigorous and it has evaluated its overall effectiveness more severely than inspectors did. Chilwell provides good value for money and has significantly improved since the last inspection.

Effectiveness and efficiency of the sixth form

Grade: 2

The efficiency and effectiveness of the sixth form are good. Standards reached by students in national examinations in 2005 were broadly average, and students' progress and achievement were satisfactory. However, the school has worked hard to improve the quality of students' learning. Inspectors judge that there has been good improvement, and students' achievement and progress are now good overall. Results from A-level modules already taken show an improvement in A or B grade passes. The range of academic courses effectively meet the needs and aspirations of Chilwell students, the majority of whom complete their courses successfully. Students told inspectors that Lakeview was a good, friendly and efficiently run centre. Academically, their experiences challenge them well, and their social life clearly enriches their personal development. They feel they are supported well, and because of the centre's inclusive approach students appreciate teachers and tutors as their friends and colleagues.

What the school should do to improve further

- the planning of lessons so that teachers provide activities and resources which take better account of the needs of different groups of pupils - where teaching is less than good, make learning objectives clear and make pupils more actively involved in their learning - monitor the progress of pupils with additional learning needs more systematically.

Achievement and standards

Grade: 2

Pupils enter Chilwell with broadly average standards of attainment. The pupils make good progress in Years 7 to 9 and last year's end-of-Key Stage 3 test results were significantly above the national average. Last year's GCSE results were in line with the national average. However, the school has accurately analysed the performance of pupils and taken robust action to tackle underachievement particularly in subjects studied by all pupils such as media studies and information and communication technology (ICT). The school is building effectively on the positive attitudes to learning which have been established in recent years in the lower school and pupils currently in Years 10 and 11 are making good progress and attaining better than average standards. Results for post-16 students were broadly in line with national averages in summer 2005. As a consequence the school has monitored more closely the performance of its students, and the attainment of students in modular exams demonstrates that standards are now higher and that students are making good progress. The school sets challenging targets for its pupils, which it regularly reviews, and has effective strategies to quickly identify, challenge and resolve underachievement. It is not complacent about standards and raising further the expectations of pupils is a priority.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They enjoy school and one pupil described it, as being 'like a family.' Their attendance is good although the school recognises the need to make more prompt checks on those who are absent. Behaviour around the school and in lessons is generally good. Instances of disruptive behaviour were only seen in those lessons in which learning activities had not been well thought out. The number of exclusions has reduced due to the introduction of effective new intervention strategies. Pupils say there are only a few instances of bullying which are dealt with fairly and promptly. The school is encouraging pupils to develop healthy lifestyles through an extensive sports programme and increasing availability of healthy eating options. Pupils benefit from, and appreciate, the responsibilities with which they are entrusted. Significant amongst these is the work of the student council which has been instrumental in bringing about improvements, such as the introduction of additional strategies to tackle bullying. An example of pupils' good moral and social development is that older pupils have volunteered to act as 'buddies' to pupils who are sad or who have issues they find easier to talk about to a fellow pupil. The pupils'

spiritual and cultural development are satisfactory. Pupils' learning is enhanced by an informative personal, social and health education programme which gives pupils the knowledge, understanding and skills they will need when they are older. Fund raising is a regular occurrence in the school, with pupils demonstrating their care for the wider community.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good across the school and enable pupils to make good progress. Teaching in the sixth form is consistently good. There is more variation in quality in the main school, although, overall, lessons enable pupils to make good progress. The teaching of pupils with additional learning needs is good and teaching assistants contribute effectively, although pupil progress needs to be tracked more thoroughly. Pupils withdrawn from lessons for extra help with English are well taught. Most lessons are well taught by teachers who are expert in their subject, effectively manage the behaviour of pupils and make the purpose of the learning clear. Their teaching includes questioning which is effectively used to challenge pupils' thinking and explanations are clear and concise. In the best lessons, pupils' imagination, creativity and social responsibility are encouraged. Some teaching is less good because teachers do not fully adapt work to meet the pupils' range of needs. Teachers treat learning objectives as a set of tasks to be completed in lessons and pupils do not know what skills and knowledge they are intended to gain. Class management becomes less secure as pupils lose interest and the pace of learning slows. Marking of pupils' work is often helpful to their understanding and progress and gives valuable advice on how to improve. However, some is little more than routinely acknowledging that work has been done. Homework is usually set and some pupils say they find it helps their learning. However, the school is aware that the quality needs to improve and it has taken some appropriate action. For example, they are planning more effective use of ICT to extend learning through homework.

Curriculum and other activities

Grade: 2

The curriculum is good throughout the school. Pupils with learning difficulties and disabilities, and those who are at an early stage in using English are well provided for. In Key Stage 3, pupils learn all National Curriculum subjects and enrich their learning from an interesting range of options in Year 9 including, for example, additional lessons in physical education. The Key Stage 4 curriculum is extensive and provides a good range of subject choices to meet pupils' particular needs and interests. There is increasing opportunity to follow vocational courses. The sixth form curriculum includes a good range of advanced courses. A worthwhile vocational course has recently been introduced to provide for some students of lower attainment who previously did not qualify for entry to the sixth form. Opportunities exist locally in colleges for students

to follow courses not available in the sixth form. However, students do not receive their statutory entitlement to religious education. Pupils follow a comprehensive personal, social and health education course throughout the school. The school's specialist status for arts, mathematics and computing is increasingly extending the range of pupils' worthwhile learning experiences. There is a good range of extra-curricular activities. Pupils identified as gifted or talented receive an increasing number of learning opportunities within and beyond the mainstream curriculum, for example early entry for examinations in mathematics.

Care, guidance and support

Grade: 3

The school provides satisfactory care, guidance and support for its pupils. It works effectively with a variety of agencies to support their personal development and learning. Health and safety procedures are in place. Arrangements for child protection are clear and the school has identified the need for staff training to be updated. The school provides a carefully thought out and helpful programme for pupils who are joining or leaving the school so that they can settle down to the next stage of their learning quickly. This is one of the reasons why parents are supportive of the work of the school. In general pupils benefit from a consistent approach by teachers to the use they make of assessment information. Most pupils know their targets and what they must do to reach them. This has been made possible by frequent and detailed monitoring of pupils' work and good use of intervention strategies. However, the monitoring of those pupils who have additional learning needs lacks the detail for teachers to plan in detail for their learning needs and to ensure these pupils make maximum progress. This includes individual learning plans which do not focus consistently on learning objectives. A small number of parents would like more regular knowledge of their children's progress. Teaching assistants provide good individual support for pupils with additional learning needs and disabilities.

Leadership and management

Grade: 2

The leadership of the school and the sixth form is good because leaders, at all levels, have a common understanding that raising pupils' achievement by improving the quality of their learning is paramount. Consequently, management, from governors through to subject and year leaders, is good because it enables staff to work together in a spirit of cooperation. As a result, all staff are involved in effective self-evaluation and improvement planning there is a good sense of direction and purpose within the school. The effectiveness of the school's leadership and management is shown in the school's recent award of specialist status, and additional funding is being used well to improve further the environment for learning. The school manages its finances prudently. The school's resources are used and developed wisely, and therefore securely underpin pupils' learning. The governing body fulfils its responsibilities well, and governors play an important and valued role as critical friends of the school. Teachers are suitably qualified, and show good levels of professionalism. The leadership and

management of the school ensure it provides good value for money, and there is good capacity for further improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	2	2
The standards ¹ reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	2	
The attendance of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	3	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

We very much enjoyed our visit to your school. We appreciated your openness and maturity of approach when you talked with us. We agreed with your views when you told us the school is a supportive place in which you are enabled to learn and make good progress. We feel the staff and governors all work well together, and are well focused on helping you to achieve. You mix well together socially, and there is a good spirit of teamwork between you and your teachers. Your attitudes and approach to learning are good, and this helps and encourages your teachers to do their best for you. Yours is a good school, and Mr Haylock and governors understand well what must be done to make Chilwell School and The Lakeview Sixth Form Centre even more successful. This includes: - Helping some of your teachers to plan better their lessons to take more account of your different abilities. - Ensuring some of your teachers discuss with you more clearly what you are aiming to learn in lessons. - Improving the monitoring of the progress of those of you who have any additional learning needs. Thank you for the way in which you represented your school and yourselves during our time with you. We wish you well.