



Clevedon Community School

Inspection Report

Unique Reference Number 132006
LEA North Somerset
Inspection number 285200
Inspection dates 14 March 2006 to 15 March 2006
Reporting inspector Ruth Westbrook AI

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

Type of school	Comprehensive	School address	Valley Road
School category	Community		Clevedon
Age range of pupils	11 to 18		BS21 6AH
Gender of pupils	Mixed	Telephone number	01275 876744
Number on roll	1270	Fax number	01275 340935
Appropriate authority	The governing body	Chair of governors	Mr Geoff Blakeman
Date of previous inspection	Not applicable	Headteacher	Mr John Wells

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Introduction

The inspection was carried out by five Additional Inspectors.

Description of the school

Clevedon Community School is a large mixed comprehensive school. The ability of the school's intake is in line with the national picture. The number of pupils known to be eligible for free school meals is below average. There are a very small number of pupils who are learning English as an additional language and the proportion of pupils from minority ethnic groups is below average. The number of pupils who have learning difficulties and disabilities is also below average. A new headteacher was appointed in September 2004.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

At the last inspection the school was judged to have a number of serious weaknesses. It is now an improving school which is providing a satisfactory standard of education for its students. The inspection confirmed the school's view of its overall effectiveness. The headteacher's outstanding leadership, ably supported by senior staff, has resulted in significant improvement since the last inspection. Standards in 2005 were average and students made satisfactory progress. The standards being achieved currently are better than in 2005. The school's capacity to improve is good. The policies and structures are firmly in place for standards to improve as the quality of teaching improves, and the school's leadership has demonstrated its determination to ensure that this happens. The behaviour and attitudes of students are better than at the last inspection. They relish the opportunities they have to exercise responsibility. The headteacher has successfully shared his vision for school improvement with staff, students and parents. The evidence from the views of these groups indicates a steadily increasing confidence that the school is improving. However, a significant number of parents still have some well-founded concerns about the consistency of the quality of teaching. Teaching and learning have improved since the last inspection. They are satisfactory overall, although they vary from very good to inadequate. In a significant minority of lessons the teaching is not meeting the different needs of pupils. Leadership and management are much stronger than at the last inspection. Leaders at all levels set clear direction, and very effectively identify strengths and weaknesses. Data is now used very effectively to set and review targets, helping students to know how they can improve their achievement. The quality of teaching is evaluated accurately and teachers are helped to improve when areas for development are identified. The curriculum has improved and now meets the needs of most students. Although marking of students' work happens regularly, it does not always give students sufficient advice to help them make further progress. The school has met significant financial challenges over the last year and has managed limited resources well, providing satisfactory value for money.

Effectiveness and efficiency of the sixth form

Grade: 3

The efficiency of the sixth form is satisfactory. This matches students' achievement, which, although it has improved recently, is also satisfactory. However, progress across subjects varies from good to inadequate. Students very much enjoy life in the sixth form. They confirm that there are very positive relationships with staff. They receive effective support in their studies and are prepared well for the future. Their satisfaction is reflected in good retention rates between Years 12 and 13. Teaching and learning are satisfactory but not enough lessons promote students' independent learning skills well enough. Leadership and management are satisfactory but the sixth form has not yet benefited from the rigorous evaluation to promote improvement which has been so successful in the main school. The school's view that the sixth form is good is over-generous. Value for money is satisfactory.

What the school should do to improve further

- Raise achievement by ensuring that learning activities better match students' needs and abilities
- Improve achievement in the sixth form by sharpening the use of monitoring information consistent with the practice in the rest of the school
- Increase the proportion of good and better teaching by ensuring that all marking gives good advice to pupils on how to improve and that there are increased opportunities for independent learning.

Achievement and standards

Grade: 3

Standards on entry to the school are average. Students make satisfactory progress from Year 7 to the end of Year 11. In 2005 national tests Year 9 students achieved results which were average. The number of students achieving five or more grades A* to C at GCSE fell between 2002 and 2004, but improved slightly in 2005 when the results were close to the national average. The number of students achieving five or more grades A* to G increased in 2005 and was significantly higher than average, all students achieved at least one GCSE pass. Overall students make satisfactory progress, but this has not been consistent across subjects. This is particularly the case in Year 11, where the 2005 GCSE results show students made good progress in geography, music, physical education and science. Students made inadequate progress in English. The school has identified issues to do with the quality of teaching and subject leadership as the cause, and have put changes in place which are leading to improved standards. The school now uses data very well to identify students who are underachieving and effective plans have been put in place to support students to achieve their challenging targets. As a result students currently in Year 9 and Year 11 are set to achieve challenging targets at the end of the year, improving on the standards in 2005. Students with learning difficulties and disabilities and for whom English is an additional language make satisfactory progress as a result of additional support. Standards in the sixth form are in line with the national average and students are making satisfactory progress. The progress students make on sixth form courses has improved over the last two years. However, progress is not consistent across subjects, ranging from good in mathematics to inadequate in art.

Personal development and well-being

Grade: 3

Personal development and well-being are satisfactory. A very good feature is the work carried out by the school councillors and 'ambassadors' who act as the school's representatives and carry out a range of tasks. Their contributions are respected by staff and students alike, and have been of benefit to the school community. The introduction of target setting is also having a positive impact, notably by helping students share a greater responsibility for their achievement and improvement. Students are encouraged to mature and are well prepared for adulthood, employment and further study. Students' spiritual, moral, social and cultural development is satisfactory

and better than at the time of the last inspection. Older students argued very convincingly that behaviour has improved significantly over the last year or so. Behaviour and attitudes are, at times, very good, marked by enjoyment, cooperation and respect for others, for example, when students work as part of a team or contribute to group tasks. Occasionally, inappropriate behaviour hampers the learning and enjoyment for others. The school keeps detailed records of attendance which it shares with parents and uses constructively as part of a broader picture to review and evaluate students' achievements and monitor academic progress. Attendance levels are currently average. Through a number of programmes, students respond well to encouragement to adopt safe practices and a healthy lifestyle.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. The school has meticulous systems to promote better teaching and learning. As a result, teaching has improved since the last inspection, with far fewer inadequate lessons, but there remain some inconsistencies. Most teachers promote constructive classroom relationships and demonstrate good knowledge and understanding, both of their subject and the requirements of external examinations. Teaching is generally confident and teachers manage students with assurance. Lessons are well organised, learning objectives are clearly identified and students are reminded of their progress at the close of lessons. However, occasionally, learning activities do not meet all students' needs so that those with learning difficulties sometimes lack support. A significant number of lessons lack challenge for the most able by, for example, not including opportunities for independent learning. This lack of challenge is reflected in disappointing test and examination grades at the highest levels. In some lessons teachers talk too much which gives fewer opportunities for students to contribute. Marking is regular but occasionally lacks detailed advice on how to improve. Increasingly, effective use is being made of assessment information to identify areas of concern and promote better teaching and achievement. For example, variations in boys' and girls' progress in aspects of English have led to a reallocation of resources. Teaching and learning in the sixth form are satisfactory. Teachers address course requirements very well but there are inconsistencies in the quality of lessons. In too many lessons students are lectured to and this discourages their independence.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Good improvement since the last inspection ensures that courses now properly match the range of students' interests and capabilities. Statutory requirements for information and communication technology (ICT) and religious education are now met. Many changes have been implemented only very recently, so have not yet had time to influence standards. Lack of qualified staff and technical difficulties with the ICT network have also delayed some improvements. An

improved timetable is part of a good curriculum structure which will facilitate greater flexibility as more vocational courses are introduced. Students appreciate the recent changes which are leading to greater enjoyment in learning. They pupils learn satisfactorily about staying healthy and safe through personal, health, social and citizenship education and develop skills for working life. Work experience is satisfactory but other aspects of work-related learning are not yet fully developed within subjects. Department planning is beginning to ensure that work is better matched to individuals' needs, including those with learning difficulties and disabilities, but this is in its early stages. Enrichment is good in some subjects, notably in sports. Activities have good take-up and students speak enthusiastically of opportunities in dance.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Students feel safe and well supported, both by adults and those older students who, at times, share a responsibility for their well-being. They feel that bullying is dealt with effectively and named several individuals who they could confide in. Support and guidance programmes are beginning to have a positive impact on raising achievement. For example, the organisation and deployment of learning support staff has improved. Plans for students with learning difficulties and disabilities now reflect more closely the whole-school priorities. Where data is used to best effect it informs teaching and learning, helps set realistic and challenging academic targets and motivates students to aim for higher standards. These systems are relatively new and are not yet consistently applied across all subjects. This is one factor in the uneven progress made by students. Students and parents are happy with the advice and guidance they receive, for example, about option courses, careers, work and employment. Child protection is rightly given high priority and there is regular training for all staff. Health and safety checks are carried out regularly to ensure the accommodation and equipment runs smoothly and that students are protected.

Leadership and management

Grade: 2

Grade for sixth form: 3

Leadership and management are good overall, although satisfactory in the sixth form. The headteacher provides outstanding leadership, having demonstrated the ability to make difficult but wise decisions in dealing with a range of problems in a challenging environment. With good support from an effective governing body, these decisions have begun to move the school forward in a short space of time. Actions taken include reducing a large budget deficit and restructuring leadership and management at all levels, whilst simultaneously ensuring that students' interests are not damaged. The result is a senior leadership team committed to taking the school forward, and subject leaders who are enthusiastic and supported well in their efforts to raise achievement. The leadership now effectively monitors main school performance, although this is

not done as thoroughly as it needs to be in the sixth form. The quality of school evaluation is a strength of the leadership and management and is being used to drive through improvement. Equality of opportunity is satisfactory: there is no discrimination, but the needs of all learners are not yet fully met in all lessons. Although the school has limited resources and major accommodation problems in some areas, the leadership has worked hard to ensure that an adverse environment has not had a significant impact upon learning. Standards and achievement are still satisfactory, but leadership and management have improved substantially since the previous inspection, and the leadership team is well placed to take the school further forward.

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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?	3	3
How well does the school work in partnership with others to promote learners' well-being?	3	3
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	3
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?	3	3
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	3
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	3
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	3	
How effectively and efficiently resources are deployed to achieve value for money	3	
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

Dear Students, Thank you for being so welcoming when I and my colleagues visited your school. You told us how proud you are of your school, and that you are aware of how much it has improved recently and that you enjoyed your education. We agree with you; Clevedon Community School has improved considerably over the last three years, and now provides a satisfactory standard of education. The headteacher leads your school very well. Teaching is satisfactory and you make satisfactory progress by the time you leave school. Your behaviour and attitudes are much better than when the school was last inspected. You take responsibility for a number of aspects of the school community through your school council and the school ambassadors. You now receive regular information about your target grades and your progress towards them, and you are taking more responsibility for achieving them. You are also taking advantage of the new opportunities to follow vocational courses and many of you say how much you enjoy the range of activities which are available after school. Your school has improved substantially but there are a number of things that can be done to make it even better. Teachers are going to try to raise your results in subjects where they are lower than they should be by matching your work in class more closely to your ability. You should receive advice on your marked work in all subjects which will be helpful to you in knowing how to make more progress. We hope that you will take advantage of more opportunities to work independently and with others in your classes. We enjoyed being at your school, and wish you every success in the future. Yours sincerely, Ruth Westbrook Lead Inspector Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707 www.ofsted.gov.uk