

# The Winston Churchill School a Specialist Sports College

## Inspection report

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<b>Unique Reference Number</b>	125314
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	340766
<b>Inspection dates</b>	3–4 March 2010
<b>Reporting inspector</b>	Angela Corbett

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1551
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Minnett
<b>Headteacher</b>	Mr David Smith
<b>Date of previous school inspection</b>	13 June 2007
<b>School address</b>	Hermitage Road Woking GU21 8TL
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. Inspectors spent around half their time observing teaching. They observed one assembly as well as 37 lessons each taught by different teachers, and made five short visits to tutor groups. They also conducted three learning walks, one focusing on teaching and learning across the school and two to consider the quality of written assessment in six subject areas. Meetings were held with groups of students, staff and governors. They observed the school's work, and looked at a range of documentation including policies, data and analyses, records of the school's monitoring, governors' minutes and questionnaires completed by 68 staff, 133 students and 305 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the current quality of learning and progress, in particular, for middle ability students
- the quality of teaching and use of assessment in raising achievement
- the impact of the curriculum and care, guidance and support on students' outcomes
- the extent to which senior and middle leaders are involved in rigorous monitoring and self-evaluation and how this contributes to the school's capacity for improvement
- the impact of the school's partnerships and sports specialism on provision and outcomes for students.

## Information about the school

The Winston Churchill School is larger than the average comprehensive. It gained specialist Sports College status in 2002. The majority of students are of White British heritage. Small numbers of students come from a wide range of other backgrounds, although the proportion speaking English as an additional language is above the national average. The proportion of students known to be eligible for free school meals is well-below average. The proportion of students with identified special education needs and/or disabilities is similar to that found nationally. The school has achieved a number of awards, including International School Status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**3**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the effectiveness of its systems for safeguarding, particularly in relation to the single central record and the extent to which leaders, managers and the governing body monitor and ensure that policy and procedures are fully in place.

Although the school provides an acceptable standard of education, its overall effectiveness is inadequate because the school's systems for safeguarding students and safer recruitment do not meet current government requirements. The school's procedures and systems for ensuring the safety of students lack rigour in how they are carried out and monitored by senior leaders and the governing body. However, students say they feel safe in school and that any concerns they have are dealt with effectively. The school has undertaken to review and resolve this as a matter of urgency.

In all other respects, Winston Churchill is a satisfactory and caring school and provides a good curriculum. Most students enjoy being at school and make the most of the excellent opportunities to participate in a wide range of extracurricular activities, including many offered by the schools sports specialism and in relation to overseas links. Students' progress is generally satisfactory, for a minority it is good and for a very few outstanding. However, some middle-ability students achieve less well. School data show that an increasing proportion make good or better progress as a result of improvements in the curriculum because it meets the needs of all students more consistently.

Teaching is satisfactory overall. However there is some inconsistency across the school and students make variable progress. In the best lessons, enthusiastic teaching, tasks and activities that meet students' needs and interests, secure pace and engagement enable the majority of students to make good progress. However, a significant minority of teachers are less successful and best practice is not systematically shared across the school. There are few opportunities for students to use information and communication technology (ICT) to support their learning. Whilst teachers do provide verbal and written assessment to students, its quality is inconsistent. As a result, students are not always aware of how well they are performing or clear as to what they need to do to improve and move to the next level.

There is a shared vision across the school, particularly in relation to developing the good impact of the sports specialism and raising students' achievement. However, whilst

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self-evaluation and development planning is satisfactory, it is not focused sharply on the intended outcomes for different groups of students with measurable targets and time scales. Capacity for further improvement is satisfactory.

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

- Meet the statutory requirements for safeguarding students by:
  - ensuring that the governing body receives training in all aspects of safeguarding and become fully aware of their statutory role
  - the governing body ensuring that the school fulfils its statutory roles
  - bringing more rigour to systems for safeguarding and safer recruitment.
- Increase the proportion of good or better lessons so that more students make good or outstanding progress by:
  - making sure all teachers match tasks and activities to students's abilities and interests
  - providing students with more opportunities to make use of ICT in their learning
  - ensuring that students receive consistent verbal and written feedback so they are clear in all subjects about how to improve and so move to the next level.
- Improve development planning at all levels by focusing sharply on the intended outcomes for different groups of students and by using measurable targets against agreed timescales.

**Outcomes for individuals and groups of pupils****3**

Attainment on entry, based on Key Stage 2 results, is broadly average, although the proportion of more able students is well above average. By the end of Year 11, attainment has been consistently above average, although it has not risen in line with national averages. There is variation in performance between subjects, for example, whilst students achieve well in mathematics, they do less well in science and ICT. Achievement varies between groups of students, with the more able making better progress than middle ability students. School tracking has improved considerably and the school is now monitoring the progress of students within subjects and as individuals more closely. Leaders and managers use this information to provide targeted intervention to raise achievement. However, the use of data to monitor the progress of different groups of students is less well developed. In just over half the lessons observed by inspectors learning was good or better. In these lessons, students participated well, enjoyed positive learning environments and benefited from the variety of tasks and opportunities for group and class discussions. However, progress was inadequate in a few lessons. In these and the satisfactory lessons, students were not so engaged in their learning because the work set was not sufficiently well matched to their needs and interests. Almost all students with special educational needs and/or disabilities and those speaking English as an additional language make satisfactory and some make good progress in lessons, as a result of appropriate teaching and support.

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Students are polite and friendly. They make an outstanding contribution to the school and wider community, by raising funds for charity and taking on a wide range of responsibilities, such as peer mentors and subject captains and taking leadership roles in local primary schools. A very active and capable school council helps to improve school life.

Most students have very positive attitudes to learning. Behaviour, both in lessons and around school is good, although students say that in a few lessons they experience some minor disruptive behaviour. As a result of the concerted efforts of the school, attendance has improved well since the last inspection and is now good. The number of persistent absentees has reduced substantially. An increasing range of vocational courses and appropriate advice and guidance prepare students well for the next stage of their lives. Students' spiritual, moral and social development is good, but their understanding of a wide range of cultures is less well developed.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Inspectors observed teaching which ranged from outstanding to inadequate, and this

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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reflected the considerable variation across the school and within subjects. Teachers generally have good subject knowledge. Where teaching is most effective, lessons are interesting, well-paced, use a range of different activities and teachers use questioning effectively to extend understanding. Teaching is less effective when lessons are too teacher led, planning does not take account of students' abilities and interests and teaching lacks pace. In a few lessons, teachers do not always sufficiently challenge the low level disruption of a very few students, which slows learning. Although teachers have comprehensive information about the students in their classes, they do not always use this well when planning their lessons. Students with special educational needs and/or disabilities who are taught in small nurture groups make good and sometimes outstanding progress. The quality of assessment is inconsistent. In the best lessons, teachers use questioning well to extend learning and check understanding but in many lessons single short answers are accepted. Most students know their targets and how well they achieve. However, the quality of written guidance that students receive on how to improve their work varies within and across subjects.

The good curriculum is broad and balanced and is now tailored satisfactorily to the needs of students. It now consists of a range of vocational courses and extension courses for the more able which include separate science options, critical thinking at a nearby college and the I-GCSE in mathematics. Specialist sports facilities contribute well to students' good adoption of a healthy lifestyle. The specialism is used to provide outstanding leadership opportunities for students both within school and in local primary schools. The curriculum is further enhanced by an outstanding range of after school activities, trips, visits, visitors to school and revision sessions.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

**How effective are leadership and management?**

Leaders and managers at all levels work well to improve all aspects of provision to improve student achievement. For example, new and innovative leadership in science has secured a clear vision for improvement, school data suggests that this is beginning to impact on students' achievement. The management of teaching and learning, although satisfactory, does not ensure there is a clear understanding of strengths and areas for development for all staff. As a result, inconsistencies remain and good practice is not systematically shared across the school.

The school meets the needs of students satisfactorily and is working to ensure equality

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of opportunities. Better understanding of data and the development of tracking systems enable the school to target support for year groups and individuals. However, the use of data does not always focus on monitoring equality of opportunity or on the impact of provision on outcomes for different groups of students. Development planning at all levels is linked to reasonably accurate self-evaluation. Although there are clear foci and actions for improvement, criteria by which to measure success are not always quantified nor the time scales for their evaluation.

Good partnerships and links with outside agencies enhance provision and students' well-being. For example, links with another school for support to help improve attendance. The school promotes community cohesion through a range of planned actions, although evaluation of the work is patchy.

The governing body have a generally accurate understanding of the school in relation to students' performance and premises issues, and provide effective support and challenge in these areas. However, they are not sufficiently aware of their role in ensuring that the school fulfils its statutory requirements. As a result, the governing body have not ensured the school is following statutory policies and procedures, particularly in relation to safeguarding and safer recruitment. The school's systems for ensuring the safety of students are inadequate because they lack rigour and the single central record is incomplete. Furthermore, there is insufficient routine monitoring of the school's application of policies and practice by senior leaders.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>4</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Views of parents and carers**



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A small minority of parents responded to the parent questionnaires. They were mostly supportive of the school. Almost a third had taken the time to make written comments. These raised a number of concerns, most notably about students' progress, the quality of teaching, behaviour and the school's engagement with parents. The inspection team agrees with parents that there is some inconsistency in the quality of teaching and that not enough students make good progress. The behaviour seen in lessons and around school was good during the two day visit, although it is recognised that low level disruption in a very few lessons impacts negatively on students' progress.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Winston Churchill School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 305 completed questionnaires by the end of the on-site inspection. In total, there are 1551 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	120	39	165	54	12	4	6	2
The school keeps my child safe	108	35	175	57	16	5	2	1
The school informs me about my child's progress	98	32	169	55	26	9	7	2
My child is making enough progress at this school	87	29	188	62	18	6	4	1
The teaching is good at this school	63	21	213	70	16	5	2	1
The school helps me to support my child's learning	50	16	193	63	46	15	7	2
The school helps my child to have a healthy lifestyle	71	23	199	65	24	8	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	78	26	166	54	26	9	3	1
The school meets my child's particular needs	78	26	178	58	38	12	2	1
The school deals effectively with unacceptable behaviour	75	25	168	55	32	10	13	4
The school takes account of my suggestions and concerns	55	18	192	63	16	5	7	2
The school is led and managed effectively	71	23	206	68	14	5	7	2
Overall, I am happy with my child's experience at this school	110	36	172	56	16	5	3	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 March 2010

Dear Students

Inspection of The Winston Churchill School, Woking, GU21 8TL

On behalf of the inspection team, I would like to thank you for making us feel so welcome and for completing the student questionnaires and sharing your views with us in meetings, lessons and around the school.

Your school is providing you with a satisfactory education. However, the school has been given a notice to improve, because the headteacher and the governing body must ensure systems and procedures for ensuring your safety are fully in place. More inspectors will visit the school within then next 8 months to make sure that this has happened. These are the good things we found out about the school.

- You enjoy school and say you feel safe, and almost of all of you behave well.
- Most of you make at least satisfactory progress so the standards most of you achieve by the end of Year 11 are above average.
- Teaching is generally satisfactory and at times good and outstanding but it varies both in and across subjects.
- You have improved your attendance and it is now above average. Well done!
- You know your targets and how well you are doing. However, you are not always clear about what actions to take to improve.
- The curriculum is good because it better meets your needs and interests. The range of extra-curricular activities is outstanding, particularly in relation to the sports specialism.
- You are well cared for through the pastoral system.

To help the school improve senior leaders should:

- meet the statutory requirements for safeguarding and safer recruitment of staff
- improve the consistency of teaching and assessment so that more of you make good or outstanding progress
- improve development planning at all levels by focusing sharply on the intended outcomes for different groups of students and by using measurable targets against agreed timescales.

You can all help by being actively involved in your lessons and continuing to make the most of the opportunities offered to you.

Yours sincerely

Angela Corbett

Her Majesty's Inspector

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