

# Bilton School - A Maths and Computing College

Inspection report

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<b>Unique Reference Number</b>	125749
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	340834
<b>Inspection dates</b>	27–28 April 2010
<b>Reporting inspector</b>	Deborah James

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>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1052
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Allison Chappel
<b>Headteacher</b>	Ms Patsy Weighill
<b>Date of previous school inspection</b>	6 November 2006
<b>School address</b>	Lawford Lane Bilton Rugby
<b>Telephone number</b>	01788 840600
<b>Fax number</b>	01788 840610
<b>Email address</b>	office@biltonmail.com

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## Introduction

This inspection was carried out by five additional inspectors who visited 56 lessons, observed 48 teachers and held meetings with staff, groups of pupils and the Chair of the Governing Body. They observed the school's work and studied a range of documentation, including the school's improvement plan, minutes of governing body meetings, departmental monitoring evidence and records of students' progress. Inspectors also reviewed responses to questionnaires returned from students, staff and 124 parents and carers.

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

- the progress made by students in English and mathematics and the evidence held by the school to support their evaluation that all pupils are making satisfactory progress
- the effectiveness of the school's actions in improving the quality of teaching and learning
- the extent to which all middle leaders are involved in self-evaluation and school improvement

## Information about the school

This secondary school is larger than average and gained specialist status for mathematics and computing in 2004. The proportion of pupils with special educational needs and/or disabilities is broadly average. The majority of pupils are of White British heritage. However, the proportion of students from minority ethnic groups and with a first language other than English has increased over the last three years. The entitlement to free school meals is below average.

The school was issued with a local authority notice to improve in October 2008, since when there have been considerable leadership changes. A new headteacher took up her post in April 2010 following a period of almost three terms where the school was led by an acting headteacher supported by an executive headteacher from another school. This support will continue at a reduced level for a further year as the school builds its own leadership capacity.

**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?**

**3**

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

**3**

### Main findings

The school has faced considerable challenge since the last inspection: attainment fell markedly between 2007 and 2009 and students made inadequate progress. A change in leadership in 2009 and substantial support from an executive headteacher has led to rapid improvement. Parents and carers, students and staff have commented on improved behaviour and better teaching. Attendance has improved and is now above average as a result of the consistent application of a robust set of procedures. These improvements, along with a more appropriate curriculum and rising levels of student achievement, reflect the school's satisfactory capacity for sustained improvement.

As a result of better teaching and a range of intervention strategies, students, including those with special educational needs and/or disabilities, are now making at least satisfactory progress. The progress of Year 11 students in English and mathematics is carefully tracked and provides convincing evidence of the effectiveness of improvement strategies. Over the last year, school leaders have put in place a number of strategies to improve the quality of teaching and learning. The positive impact of these was seen during the inspection: the majority of teaching is now good or better and the levels of inadequate teaching have been dramatically reduced. However, the school recognises that a minority of teaching remains satisfactory and, as a result, students are not consistently supported to make good progress. In the most effective lessons expectations are clear and students engage with challenging tasks that interest and motivate them. In other lessons, there is too much teacher talk and a lack of opportunities for students to participate actively in their learning. The quality of marking and feedback is inconsistent, with a significant amount of marking that is brief and infrequent.

Students are valued and well cared for. The vast majority of students say they feel safe and know that there is always an adult who will help and deal quickly with any problem. The recruitment of new senior leaders, including a new headteacher from April 2010, and the restructuring of roles and responsibilities of those already in post have considerably strengthened the leadership team. Senior and middle leaders now have an accurate view of the school's current strengths and what needs to be done to bring about improvement. However, analysis of school performance information does not yet place enough emphasis on the progress and engagement of different groups of students in the action plans being developed.

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

- Accelerate the rate of pupil progress by ensuring that at least 65% of teaching is

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good or better, with 10% outstanding by December 2010, through:

- embedding and sharing the existing good practice
- ensuring that learning activities are matched to students' different abilities
- providing resources that motivate and enthuse students and actively engage them in their learning
- ensuring that students know how well they are doing, and how to improve, through regular high quality marking and feedback.
- Build the school's own leadership capacity by developing leadership at all levels by:
  - increasing the rigour of both whole-school and faculty systems for monitoring and evaluating all aspects of the school's work, including a better understanding of the performance of different groups of students, so that areas of underperformance are accurately identified and appropriate interventions are introduced
  - sharing the good practice of the most effective middle leaders through coaching and regular middle leader meetings.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

The majority of students enjoy school. They have good relationships with their teachers and other support staff. Inspectors observed many examples of students working well together and supporting one another's learning. For example, in a Year 7 PE lesson all students were able to give effective feedback to each other on their bowling techniques and progress was clearly visible. However, when students are required to undertake activities that are dull or repetitive, a minority become less engaged and the pace of learning slows.

In 2009, the proportion of students gaining five good GCSEs including English and mathematics fell by 7% and was significantly below average. Other measures of attainment also fell for all groups of learners, including those with special educational needs and/or disabilities. Boys' attainment was lower than that of girls, although the difference was in line with the national difference. Overall attainment including performance in the specialist subjects, measured over a three year period, is average. Inspectors found that current attainment has improved and the performance of current Year 11 students is in line with national expectations.

Students are generally positive, friendly and keen to talk about what they are doing. They know how to stay healthy and the school encourages them to participate in a range of sporting activities. However, too few students currently follow recommendations on eating healthily and taking regular exercise. Students understand right from wrong and charitable fundraising adds to their moral development. The school offers a wide range of extra-curricular activities but has limited information on

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how different groups of students take up these opportunities. Students participate enthusiastically in a well-structured school council and others have taken on responsibilities as faculty learning ambassadors, providing curriculum areas with feedback on students' views of teaching and learning. Students develop effective personal qualities and work-related skills that prepare them for their future adult life. During the inspection the vast majority of students behaved well in lessons and around the school. However, parent and student surveys and discussions with students indicated that, on occasions, the poor behaviour of a small minority disrupts learning. The school is currently reviewing its procedures and sanctions for poor behaviour to ensure a more consistent approach from all staff. Having improved attendance, the school is actively supporting students who do not always arrive on time for school or lessons.

*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>	3
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>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Teachers have good subject knowledge and most lessons are carefully planned so that students show interest in their work and make the expected progress. In more effective

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<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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lessons teachers use a sequence of activities to challenge and motivate students and check and develop their understanding with well-targeted, probing questioning. Students are aware of their current performance and their target grades. In a few lessons these are used to ensure that students understand how they can improve their work and make further progress. Students are keen to acknowledge the extremely valuable feedback given through marking in some subject areas. However, much marking is less useful, with a focus on presentation and completion rather than prioritising the means by which learning can be improved. Inspectors agreed with the comments of several parents and carers that there was considerable variation in the frequency and quality of homework.

The curriculum has undergone recent change in order to more effectively meet the needs of all learners. At Key Stage 3, the school has prioritised a number of initiatives to support students in developing better learning and study skills. At Key Stage 4, the focus has been on increasing the range of academic and vocational courses to motivate and engage all students. The curriculum has been enriched by partnership work to extend vocational provision and support the needs of particular groups, for example through gifted and talented days at neighbouring secondary schools. The school has been keen to increase the impact of its specialist focus through the introduction of early entry for information and communication technology (ICT) qualifications in Year 9. As a result, students have gained in self-confidence and established their competence in a key skill. The full impact of these curriculum changes has yet to be realised in student achievement. The programme of extra-curricular, enrichment and enhancement activities is a strong feature of the curriculum, adding to students' enjoyment and contributing to other aspects of their personal development and well-being.

Students are known to staff as individuals and a strong pastoral structure sustains a variety of support and intervention strategies. The school has good links with a number of outside agencies. There is good provision made for students with diverse and challenging needs. Transition arrangements from primary schools are well supported by visits from the specialist subject teachers to partner schools.

*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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The new headteacher has already won the confidence of staff and continues to drive the improvement strategies that were put in place by the interim leadership team. The

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impact of these strategies on behaviour, attitudes to learning and the progress in lessons, indicates that leaders at all levels are working effectively together to deliver improvement. The senior leadership team is bringing about a change in the school's ethos and creating a more purposeful learning environment. There has been a sustained focus on the need to raise the quality of teaching and learning in order to raise attainment and improve progress. Senior leaders have set high expectations and motivated others to improve by: providing training for all staff on a variety of teaching and learning strategies; a rigorous programme of lesson observations by senior and middle leaders; and support plans for staff who are not consistently teaching satisfactory lessons. As a result, the school's monitoring records show a significant improvement in the quality of teaching; this was confirmed by the lesson observations carried out by inspectors.

Whole-school self-evaluation has identified appropriate areas for development and suitable plans have been put in place. Faculty leaders and teachers track the progress of students and have focused their attention this year on delivering high-quality intervention activities for students who are not making the expected progress. Faculty leader have an accurate picture of the strengths and weaknesses of teaching in their departments and are increasingly developing the skills to support and challenge underperformance.

Governors know the school very well and have challenged senior leaders over recent years to ensure the school meets the needs of its students. All requirements for the safeguarding of students were in place at the time of the inspection. The school has thorough and robust systems for assessing risk and ensuring the health and safety of students and staff.

Partnerships with a wide range of local agencies are having a good impact on care and support of students, especially those who are vulnerable. The strong partnership with a neighbouring school has been invaluable in supporting the school in developing its strategic direction and improving the quality of teaching and use of assessment data. Equality policies are in place and senior leaders carefully analyse data on the academic performance of different groups of students. However, the school has less information about how different groups of students participate in extra-curricular activities and the broader life of the school. The school has a good understanding of its ethnic, religious and socio-economic context. Students from different backgrounds get on well together but the school is still in the process of developing its outreach work in the local and wider community.

*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	2



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<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>3</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>2</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

Just over 10% of parents and carers returned the inspection questionnaire. Of these, the great majority are happy with their children's experiences in the school. They believe that the school is well led and teaching is good. The great majority of parents agree that their children feel safe at school. There were a small number of concerns raised about poor behaviour. Inspectors found that behaviour around the school and in lessons was satisfactory and, although there was some evidence of disruptive behaviour, the school was taking appropriate actions to deal with it. Parents were in least agreement with the support the school gave them in helping their children. This may, in part, be explained by the inconsistent approach taken by the school towards homework.

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

Ofsted invited all the registered parents and carers of pupils registered at Bilton School - A Maths and Computing College 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 124 completed questionnaires by the end of the on-site inspection. In total, there are 1052 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	26	74	60	16	13	1	1
The school keeps my child safe	31	25	87	70	4	3	0	0
The school informs me about my child's progress	30	24	71	57	19	15	3	2
My child is making enough progress at this school	21	17	75	61	20	16	3	2
The teaching is good at this school	17	14	86	70	12	10	1	1
The school helps me to support my child's learning	10	8	75	61	30	24	2	2
The school helps my child to have a healthy lifestyle	10	8	88	72	20	16	1	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)	18	15	76	61	11	9	3	2
The school meets my child's particular needs	15	12	83	67	17	14	4	3
The school deals effectively with unacceptable behaviour	21	17	81	65	13	11	2	2
The school takes account of my suggestions and concerns	12	10	80	65	19	15	5	4
The school is led and managed effectively	20	16	75	61	9	7	3	2
Overall, I am happy with my child's experience at this school	21	17	78	63	17	14	5	4

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.**



Thursday 29 April 2010

Dear Students

Inspection of Bilton School - A Maths and Computing College, Rugby, CV22 7JT

Thank you for the warm welcome you gave the inspection team when we visited your school recently. We enjoyed being in your lessons and talking to you and were impressed with the maturity with which you answered our questions. Yours is a satisfactory school that is showing clear signs of improvement and you are rightly proud of it.

These are the main findings of the inspection.

Your attendance is good and the school values you and looks after you well.

Teaching is improving rapidly and much of it is good but some lessons do not allow you sufficient opportunities to develop and practise new skills.

As a result of better teaching and additional support from staff, you are now making expected progress.

Marking does not always give you clear information on what you have achieved and how you can improve.

Senior leaders have made significant progress in improving your school over the last year and your new headteacher has already created confidence that the rate of recent improvements will continue.

We have asked the school to make the following improvements.

Make sure that more of your lessons are good or outstanding, with better marking and more motivating learning activities so you make better progress.

Develop the systems that school leaders use to monitor all aspects of your progress so that they know when and how to make changes for further improvement.

We would like you to help your school by continuing to work hard and behave well.

Thank you again for helping us with the inspection of your school. We wish you every success in the future.

Yours sincerely

Deborah James

Lead Inspector

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