

Quilley School of Engineering

Cherbourg Road, Eastleigh, Hampshire, SO50 5EL

Inspection dates 24–25 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The two joint acting headteachers provide the school with outstanding leadership; the school is improving rapidly as a result.
- The school cares exceptionally well for all of its students. It provides excellent specialist support for the large number of students who need this and works well with parents and with external support agencies.
- Students achieve well because teaching is usually good and some is outstanding.
- Students' progress is checked very carefully so that students are given the support they need. Students known to be eligible for free school meals do very well. The progress made by students with special educational needs has improved rapidly. The achievement of the most able students is improving, but a small number could do better.
- The school has introduced effective ways to improve students' skills in literacy and numeracy to raise their achievement.
- The school has been successful in promoting students' good attitudes and behaviour. Students behave well, attend regularly, are usually polite and well mannered, and are punctual to lessons. As a result, the school is very calm and orderly and students feel safe.
- The acting headteachers are supported well by other senior leaders, by those responsible for specific subjects and by the two 'progress leaders' who keep a close eye on students' overall progress. They work together well to improve the school.
- The quality of teaching is checked constantly. Where teaching needs to improve, teachers are given very clear targets and good support.
- Governors are very clear about the strengths of the school and about what needs to be improved, including the quality of teaching. They provide the acting headteachers, and all other school leaders, with good support and challenge.

It is not yet an outstanding school because

- Some teaching requires further improvement to enable all students to achieve as well as they can.

Information about this inspection

- Inspectors observed 20 lessons, seven jointly with the acting headteachers. Almost all teachers were observed. Inspectors also conducted a number of ‘student pursuits’ which involved following individuals and small groups of students over a sequence of lessons. In lessons, inspectors looked at students’ work and discussed their progress with them.
- Inspectors held two meetings with different groups of students. They also used lunch and break times to hold informal discussions with many other students around the school.
- Inspectors held meetings with members of the senior leadership team and with several middle leaders. These meetings included discussions about school policies and procedures, the analysis of data and documented information and records provided by the school, including records of the monitoring of the quality of teaching and tracking students’ progress. The lead inspector worked with the two acting headteachers to analyse the school’s data on the progress being made currently by students in each year group, including those in different groups: those supported through the pupil premium and those with special educational needs. The lead inspector met with the Chair of the Governing Body and another inspector met the governor responsible for safeguarding. The lead inspector held discussions with the two acting headteachers and the Chair of the Governing Body about the school’s self-evaluation and improvement planning.
- Inspectors took account of the 35 questionnaires completed by school staff as well as the school’s own survey of teaching staff.
- Insufficient parents responded to the on-line Parent View survey so there was no analysis for inspectors to take into account.

Inspection team

James Sage, Lead inspector

Her Majesty’s Inspector

Charlotte Evers

Additional Inspector

Gordon Jackson

Additional Inspector

Full report

Information about this school

- Quilley School of Engineering is much smaller than the average-sized secondary school.
- The proportions of students who need extra help (supported through school action, at school action plus and those with a statement of special educational needs) are all well above average.
- The proportion of students known to be eligible for the pupil premium (additional government funding for looked after children, those eligible for free school meals and children whose parents are currently serving in the armed forces) is above average.
- The number of students in each year group who have transferred from other schools, often during the year, is much higher than usual. Many of these students require additional help.
- The school does not use any alternative provision; all students are taught on the school site by teachers employed by the school.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve teaching by making sure that teachers:
 - challenge the most able students by giving them more demanding work
 - make sure that, in classes with a wide spread of ability, all students are given work that has the right amount of challenge
 - use questioning that is directed to individual students to fully involve them in the lesson and which develops their reasoning and communication skills
 - take every opportunity to develop students' reading, writing and basic numeracy skills and recognise when the students need to develop these skills further so that they can fully participate in the planned learning activities.

Inspection judgements

The achievement of pupils

is good

- Many students enter the school with poor skills in reading, writing and mathematics and a weak understanding of scientific enquiry. Some are not able to work independently and do not have the skills to work well with others. As a result of good teaching, particularly in English and mathematics lessons, students make good progress in the lower school and so achieve well across all subjects.
- Students' attainment at the end of Year 11, including in English and mathematics, is rising rapidly and is at least in line with the national average. Where attainment had been low, in science, languages, geography and history, it has risen significantly to be at least in line with national averages. Given students' very low starting points, this shows that the students are making good progress. The school tracks the achievement of individual students very carefully so that good support is provided for those who need it.
- The very large majority of students achieve well in all subjects. The progress made by those students who are disabled and those with special educational needs has risen dramatically. Those students supported by the pupil premium do very well as a result of improved teaching and very good support. Students known to be eligible for free school meals make much more progress than these students nationally. They also do at least as well as other students in the school and have average point scores (based on their examination results at the end of Year 11) that are in line with the national average.
- A small proportion of students enter the school with high attainment. They usually make at least good progress, but some could do even better. These students are not always set work that demands enough of them.
- The school enters students for GCSE examinations in English and mathematics early. However, almost all continue to study the subject; many work to achieve a higher grade. The most able students are set higher challenges; for example, in mathematics they take an additional course that prepares them well for post-16 studies.
- The school takes great care of the all-round development of all of its students. Many have specific, and often complex, needs, but the school makes sure they attend school regularly, behave well, have the right attitudes to learning and have the specific support they need. Consequently, they achieve well.

The quality of teaching

is good

- Teaching in all subjects, including in English and mathematics, is usually good and some is outstanding. A small amount requires further improvement.
- In all lessons, teachers have good relationships with the students, who mostly want to do well. When teaching is good, students are given activities that keep their interest and they make good progress. The tasks they are set are usually matched well to their abilities.
- In two Year 7 mathematics lessons the attention to the needs of every student was outstanding. However, in some classes the spread of ability is wide and teachers sometimes struggle to meet the needs of all individuals. Some of the most able students are not given work that is hard enough to enable them make as much as progress as they could.
- In lessons where teaching is good or outstanding, teachers use a good mix of working with the whole class, carefully planned group work and individual tasks. Teaching assistants are used well to provide support for those students who need it. Questioning is used skilfully to check students' understanding and make students think and work things out for themselves. As seen in an outstanding art lesson, students are provided with clear feedback so that they know how well they are doing and what they need to do next.
- Teachers have good subject knowledge and the school has worked hard to make sure that all students are taught by specialist teachers. Teachers use their subject knowledge to plan lessons well. There is good evidence of the work the school has done on planning for the

needs of all students, but this is not always carried through to the actual lesson.

- In classes for students with the lowest attainment, for example in English and mathematics, two teachers, supported by teaching assistants, often work together to help these students acquire the basic skills they need quickly so that they can achieve well in other lessons.
- All teachers fully understand the importance of developing students' basic skills in reading, writing, speaking and mathematics. The large majority do this well in all subjects, although occasionally opportunities are missed. Not all teachers analyse carefully the levels of literacy and/or mathematics required for the tasks they set and match these against what they know about the students. This can prevent some students making as much progress as they could. In a French lesson, where this was done well, the teacher realised that students' poor understanding of English grammar was preventing them from making sense of the French she was trying to teach. She skilfully provided the teaching required to help them move on.
- In the minority of lessons where teaching requires improvement, the work needs to be better matched to the needs of all students. In these lessons, teachers' questioning does not involve all students and does not make them think deeply enough.

The behaviour and safety of pupils are good

- Students behave well in lessons and around the school; poor behaviour in lessons is rare. They are fully involved when teaching is lively and keeps their interest, and they mostly try their best even when it is not. Students are usually very positive about their work.
- The school has successfully promoted good behaviour, reducing significantly the number of occasions where teachers have to deal with poor behaviour. As explained by the students themselves, this enables teachers to teach well and is a key part of raising achievement.
- There is a very positive feel about the school. It is welcoming; students are friendly and usually easy to talk to, polite and well mannered. Everyone seems to get on well with each other.
- Students move around the school with a sense of purpose so that they are punctual to lessons and ready to start learning. Mentor groups, mostly containing students from all year groups, are used well to reinforce the positive ethos of the school. For a small number of students, special mentor groups are formed to ensure they receive the best support they can.
- Students feel safe and very well cared for. They are fully aware of all types of bullying, and are sure that incidents are uncommon. They are also confident about raising any concerns and know that these will be dealt with swiftly and effectively.
- Students' attendance has improved significantly, and continues to improve, as a result of the work the school has done with parents, carers and other agencies. There are significant difficulties because of the high number of students who join the school at various stages. These students often have poor attendance, or do not come at all, and often have complex problems that make them vulnerable. The student support unit is extremely effective in supporting students with a wide range of needs and improving their attendance, attitudes to learning, behaviour and achievement.
- The positive ethos in the school helps develop students' spiritual, moral, social and cultural understanding. Activities such as assemblies, visits to the local church and trips abroad, are used well. In lessons, opportunities are often taken to develop this understanding further; for example, a science lesson that dealt with the ethical and moral issue around cloning. The weakest aspect is students' understanding of the ethnic, religious and cultural diversity of Britain.

The leadership and management are good

- The two joint acting headteachers have been in post since the start of this school year; both were deputy headteachers in the school – roles they continue to fulfil. They already provide

the school with outstanding leadership and are instrumental in its rapid improvement. They are supported well by the other senior leaders, by heads of subject departments and by the governing body.

- The headteachers have provided the school with a clear view of what it needs to do for its students. They know the school's strengths, and have a clear vision of what will make the school even better. They know where teaching is not yet good enough, what needs to be done to improve it and how to raise achievement further.
- At the start of the year, the acting headteachers introduced an extremely rigorous and detailed approach to self-evaluation to check how well the school is doing. This is led by them, but involves all senior and middle leaders and many other staff. It has led to an accurate and detailed view of the school's strengths and priorities for development.
- The quality of teaching and the progress made by students are checked systematically and carefully. This information is used well to identify training for teachers across the school: for subject departments and individual teachers. As a result, the performance management of teachers is focused well on improving teaching and raising students' achievement.
- Funding provided through the pupil premium is used for those students it is intended for. It pays for: a specialist student support unit with three high-level teaching assistants; the employment of a support adviser to work with parents; carefully deployed teaching assistants; mentoring; and some one-to-one tuition. The impact of the use of this funding is carefully monitored through students' achievement, and the effectiveness is clear in the rapid improvements made.
- The small size of the school inhibits the breadth of curriculum it can provide. Despite this, it meets students' needs and aspirations well. The school works hard to provide students with a wide range of experiences to broaden their outlook and skills. It makes excellent use of the wide range of partnerships established through its engineering specialism. The school has good links with a range of post-16 providers to ensure that students are well informed and follow the right paths when they leave school.
- A particularly strong feature of the school is the way in which it works with parents, other carers and external agencies to support students with specific needs. This is a key part of improvements in students' attendance, attitudes, behaviour and achievement.
- The school's arrangements for safeguarding meet statutory requirements.

■ **The governance of the school:**

- Governors are fully involved in the school's self-evaluation. They have a clear view of the strengths of the school and what needs to be improved. They know what actions need to be taken and how the effectiveness of these will be evaluated through the impact on students' achievement. The governing body has a good understanding of the analysis of students' achievement so that the governors can ask challenging questions of senior leaders. They have a detailed understanding of the quality of teaching in all areas of the school. Governors identify any subjects where achievement and/or teaching are not as good as they should be and question subject leaders directly. Governors were involved in the development of the school's policy and procedures for the performance management of teachers and the acting headteachers. They are involved in determining which teachers should move to the upper pay spine and are well informed about how this relates to the quality of teaching and achievement of students. The governing body has a good understanding of the purpose of additional funding through the pupil premium and is involved in determining how it is spent and how the impact is monitored. It checks this regularly. Governors ensure the efficient management of financial and other resources and the governing body fulfils all of its statutory requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116425
Local authority	Hampshire
Inspection number	401596

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	336
Appropriate authority	The governing body
Chair	Alison Caplin
Headteacher	Joint acting headteachers: Julie Barker Juliet Lehrle-Fry
Date of previous school inspection	3 December 2009
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