

Chessington Community College

Garrison Lane, Chessington KT9 2JS

Inspection dates 12–13 December 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although the proportion of students gaining 5 A*-C GCSE grades including English and mathematics is increasing, students' progress and achievement are not yet good across the college.
- In some lessons, teachers do not fully engage or motivate students and so students do not make sufficient progress.
- Some teachers do not plan lessons that challenge the students in their classes so sometimes the work is too easy for the more able students.
- In some lessons, the marking of students work does not show them what they have to do to improve.
- Some aspects of leadership and management are not yet good.

The school has the following strengths

- The principal has recruited a new senior leadership team which, together with the governors, is beginning to drive improvement to teaching and students' achievement.
- Behaviour of students outside of the classroom is generally good. Students are usually polite and courteous to each other.
- The students feel very safe in the college and they report that bullying is not an issue.
- Achievement in mathematics has improved significantly since 2011.
- The college has teachers who model highly effective teaching where students make outstanding progress and greatly enjoy learning.

Information about this inspection

- Inspectors observed 34 lessons or part lessons over the two-day inspection. A number of lesson observations were carried out jointly with senior leaders.
- Meetings and discussions were held with students from all year groups, including the sixth form, the Chair of Governors, a variety of staff including heads of departments, heads of house and also a representative from the local authority.
- Inspectors took account of 31 responses from the online questionnaire (parent view) and responses from the staff.
- Inspectors scrutinised a range of documents provided by the college, including the self-evaluation records of exclusions, attendance and safeguarding, as well as examples of students' work in books.

Inspection team

Moazam Parvez, Lead inspector	Additional Inspector
Peter McGregor	Additional Inspector
Gordon Jackson	Additional Inspector
Babrul Matin	Additional Inspector
Jalil Shaikh	Additional Inspector

Full report

Information about this school

- Chessington Community College secondary modern school is a non-selective college in an area where there are selective schools.
- It is smaller than the average secondary college.
- The proportion of students from minority ethnic groups is broadly average. The main group represented in the college is White British.
- The proportion of disabled students and those who have special educational needs support at school action and school action plus is below average.
- The proportion of students who speak English as an additional language is above the national average.
- The proportion of students supported by the pupil premium funding (for pupils known to be eligible for free school meals, looked-after children and those from families in the armed services) is above the national average.
- The College has a designated specialist sports college status.
- The College meets the government floor targets, which set minimum expectation for attainment and progress.

What does the school need to do to improve further?

- Raise achievement by securing improvements in teaching that result in the quality being consistently good or outstanding by ensuring that teachers:
 - plan and deliver lessons that are less teacher directed which encourage greater independence in students' learning
 - mark pupils' books thoroughly according to departmental and school policies, ensuring high quality feedback to students about the standard of their work and how they can make improvements
 - share the good and outstanding practice which exists in the school to ensure that all staff are aware of what constitutes highly effective teaching and learning, including the use of better questioning, in order to build on pupils' prior knowledge and understanding.
- Improve leadership and management of the school, building on the work already in hand, by:
 - ensuring that the newly appointed senior leaders continue to promote the highest possible standards by modelling effective practice and holding staff to account for their performance and students' achievements
 - ensuring that all leaders are focusing on raising standards through rigorous checking of progress data on individual students and regular monitoring of teachers' lessons and planning to ensure that the quality of teaching and learning is good enough, so that when underachievement is identified, interventions are put in place to remedy the situation.

Inspection judgements

The achievement of pupils

requires improvement

- Students' achievement is rising but it still requires improvement in order to be judged good. A number of high ability students make slower progress in some subjects.
- Achievement in mathematics has improved significantly from 2011. In GCSE mathematics in 2012, students made at least the expected progress, and many exceeded this, because of successful strategies used by the school to raise attainment in this subject.
- Students who are eligible for the pupil premium make progress which is similar to national averages in English and significantly better in mathematics. The school's internal data suggest that the gap between the attainment of students who are entitled to the pupil premium and that of others is narrowing. Improvements are happening because careful attention is given by the college to meeting the needs of these students.
- Disabled students and those with special educational needs make progress. These students are well supported in the college. In certain cases, the reading ages of these students have improved significantly over just one term.
- Students with English as an additional language make faster progress than their peers, as a result of the additional help they receive.
- Students' progress in the sixth form had been rising steadily until 2011; however, in 2012, results declined slightly. This was due to a policy of accepting students with low attainment on entry to the sixth form; this has now been rectified by the school and the impact can already be seen in students' achievement.

The quality of teaching

requires improvement

- The quality of teaching requires improvement and is very occasionally inadequate. When teachers have low expectations and the lesson is not well planned, students do misbehave because they do not have the opportunities for participating actively in lessons.
- Marking is inconsistent across the college and does not give students enough guidance in telling them how well they are doing or what they must do to improve their work.
- In better lessons, teachers use information about their students very well to plan activities appropriate to their individual needs. In lessons which require improvement, teaching is over-directed thus not allowing the students to achieve. In one history lesson, the teacher used a range of well-planned activities to promote very high level discussions about 'Jack the Ripper' police investigations. She enabled students to work through difficulties rather than immediately be given a solution.
- Students' spiritual, moral, social and cultural understanding is developed in assemblies and in a range of lessons. A good example was an assembly on the need to be flexible, which was based on the notice of the Ofsted inspection.
- Teaching assistants, under the leadership of the special educational needs coordinator, provide good support for disabled students and those who have special educational needs and for those who benefit from additional government funding. Many of these students make good progress, gaining much from individual support and from opportunities to work in small groups on work that is tailored to their particular needs.
- Teachers promote students' spiritual, moral, social and cultural development well. Positive relationships between adults and students and opportunities to work together and to support each other are used effectively. There are frequent and good opportunities for students to empathise with issues such as living in shanty towns or the challenges of playing sports with disabilities.
- Teaching in the sixth form is good overall. There were a variety of examples of good teaching observed, where students took an active role in their own learning. However, where teaching requires improvement, it led to passive behaviour of students who did not fully participate in the

lesson.

The behaviour and safety of pupils

requires improvement

- Exclusions have been very high in the past but are falling as a result of new strategies such as the exclusion room. In addition, a facility known to the students as the 'Green Room', which is a part of the provision for disabled students and those with special educational needs, provides opportunities such as 'time out' to enable students to monitor their own behaviour. As a result of this, behaviour in the corridors and at breaks is now good.
- Behaviour seen in and around the college was good. Students related very well to each other. There was no poor behaviour observed outside of the classrooms.
- Behaviour in most classes observed was good. However, in a small number of lessons, there was low-level disruption where either teaching did not engage students in active learning or when behaviour was not managed effectively.
- Where poor behaviour does occur, it is often because of teaching that does not match students' needs and does not help students to take a full part in lessons, (and because teachers do not always follow college behaviour policy).
- Students said that they feel safe in the college and this is a view shared by those parents who responded to the online Parent View questionnaire.
- The college's work on various aspects of bullying appears to have been successful. The students have a good understanding of what constitutes bullying and the different kinds that may occur, such as homophobic or cyber bullying. Displays such as 'stamping out bullying' in the public areas about remind students about the negative impacts of the different aspects of bullying. Students report that there is virtually no bullying in the college.
- Attendance has been below national averages in the past but the most recent college data suggest that it is now very close to the national average.

The leadership and management

require improvement

- Whilst leadership and management require improvement, the principal has carefully evaluated his team and made effective appointments that are intended to provide capacity to make sustainable improvements.
- The college's self-evaluation is accurate in its judgement of strengths and weaknesses. The principal and the senior leadership team know what needs to be done to improve and there is now greater capacity to improve.
- The principal is passionate about the student experience in the college and works tirelessly to improve standards, the reputation and the experiences of the students in his care. As a result, improvements can be seen, and attainment in mathematics has improved significantly in one year. In addition, the quality of teaching in the other core subjects is also improving.
- Students are treated fairly and staff take appropriate steps to ensure there is no discrimination. Safeguarding procedures are in place and fully meet legal requirements and are effective. Staff are aware of who the child protection officer is and what procedures they need to follow.
- The curriculum meets the needs of the students in the college; however, it is weighted towards vocational courses. Senior leaders have recognised this and have initiated a curriculum review in order to ensure it meets the needs of all students more fully.
- The entry requirements to the sixth form were not rigorously enough applied, which led to underperformance, particularly in Year 12. This has now been rectified, with students getting effective guidance on appropriate courses to follow in the sixth form.
- Tracking procedures to monitor student performance are accurate and are used well to highlight areas for improvement. The impact can be seen in the mathematics department, where most students have made good progress.
- Regular lesson observations are part of the arrangements for managing the performance of

staff. Senior leaders accurately evaluate lessons and weigh up the strengths and weak areas. This information guides them in ensuring the performance management process is rigorous.

- There is already some high-quality training which involves teachers working with other schools to improve their performance and so improving the quality of teaching.
- The local authority has a good knowledge of the school and is providing practical support and guidance to enable further improvements to take place.
- Attendance has been a focus for the leadership team this year and consequently attendance levels have improved to broadly the national average.
- The governance of the school:
 - Governors have not been sufficiently involved in the college’s self-evaluation process. However, improvements are in hand. Governors visit the school often and are great advocates for its work. They are well informed about all aspects of performance, including the quality of teaching, target setting and the performance management of staff in relation to students’ achievement. Governors are fully aware of what still needs to be done to nurture improvement in the college. The Chair of Governors is actively involved in ensuring that the college is supported fully by the expertise that exists within the governing body. Governors have a good understanding of the college’s key strengths and weaknesses; for example, it supported the recruitment of new senior appointments in order to build greater capacity for improvement. They have a good appreciation of how pupil premium funding has been spent on staffing and resources to the benefit of student progress.

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	102599
Local authority	Kingston upon Thames
Inspection number	404829

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	770
Of which, number on roll in sixth form	111
Appropriate authority	The governing body
Chair	Brenda Brevitt
Principal	Rob Niedermaier-Reed
Date of previous school inspection	10 February 2011
Telephone number	020 8974 1156
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