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Rob Niedermaier-Reed
Chessington Community College
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Dear Mr Niedermaier-Reed

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Chessington Community College

Following my visit to your school on 22 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in December 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher, other senior leaders, six members of the governing body, including the chair, and a representative of the local authority. The school development and post-inspection action plans were evaluated. Other documents scrutinised included a report on the quality of teaching, current school data on students' progress and attainment, records of monitoring and support visits to the school and minutes of recent meetings of the governors quality and standards committee. We made a tour of the school to observe the work of the school first hand, talk to students and meet the staff.

Context

Since the inspection there have been no changes to the senior management team. Six teachers have left the school and seven new appointments have been made. One

of the new appointments starts in April 2013 and the other six are due to join the school in September 2013.

Main findings

Since the inspection, the headteacher, senior leaders and governors have acted with greater urgency. The most-recently appointed leaders have continued to develop in their roles and now form a cohesive team with longer-standing colleagues. Everyone has a clear expectation that they have their role to play in of the school's rapid improvement. The overarching school action plan is firmly based on the recommendations for improvement from the inspection, with governors fully involved in the monitoring and evaluation process. Each leader has developed their own action plans to sit alongside the whole-school plan. Actions are monitored weekly to ensure the plans keep on track in relation to improving students' progress and the quality of teaching. Members of the governing body recognised that there were no clearly specified means to judge if the school was on track to be judged good within two years. Consequently, some key milestones for evaluating short-term progress have been agreed with senior managers. However, these short term plans and milestones have yet to be linked to the longer term school development plan. This plan would also benefit from greater clarity about the progress of different groups across the school, such as those in eligible for the pupil premium, to ensure all students are achieving equally well.

An audit of teaching quality has established a firm baseline with rapid action taken to address requires improvement and inadequate teaching. Clearer expectations for all teachers for improved teaching, including intensive support for some, are impacting positively on the quality of learning. The school has also recognised that the critical mass of outstanding teaching within the school is insufficient to secure the required improvements in teaching. Use of staff from local schools is providing a very effective way to model good practice.

The governing body has taken incisive and decisive action. It has reviewed the work of the quality and standards committee, undertaken training in the analysis of school data and met monthly, rather than termly, to review the work of the school. Minutes of the quality and standards committee reflect the higher level of challenge and expectation for more rapid improvement.

The school's systems for tracking students' progress are being used with greater rigour. This is raising teacher expectations for what students can achieve, ensuring that any underachievement is recognised quickly, and that timely interventions are put in place for groups or individuals. Current school data suggests that students are making better progress, particularly in Year 11. Some Year 11 students spoke very positively to HMI about the mentoring and additional classes which they feel are helping them to make better progress.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommends that further action is taken to:

- develop school improvement planning by merging the short-term action plans with the longer term school development plan, taking more account of the progress of different groups across the school and setting clearer milestones by which success can be measured over the next two years.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

Good use is being made of a range of support, including from the local authority. The school improvement adviser has provided regular support and advice, including attendance at governors meetings and subject reviews. For example, good use is being made of Advanced Skills Teachers from local schools who are helping to improve the quality of teaching. This has ranged from support for individual or small groups of teachers to whole school professional development sessions. Local authority consultants are working with subject leaders in several subject areas including science and mathematics.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Kingston upon Thames and as below.

Yours sincerely

Angela Corbett
Her Majesty's Inspector