

# Churchill Community College

Churchill Street, Wallsend, Tyne and Wear, NE28 7TN

**Inspection dates** 21–22 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Churchill Community College is an outstanding provider of education to young people that prepares them extremely well for their future.
- All groups of students in Key Stages 3 and 4, regardless of their backgrounds, make outstanding progress and leave Year 11 with GCSE results well above those found nationally.
- The sixth form is good. Students achieve well in their studies, although the rate of progress is not yet as consistently outstanding as in Key Stages 3 and 4.
- Teachers have high expectations throughout the college and aspire for their students to do well in everything they do; setting challenging targets and building strong relationships that allow students to respond well.
- The college is determined that its teachers are the very best in what they do and the depth and spread of professional development on offer to staff is extremely high. Teachers respond well to this and work hard to develop their skills.
- Students are mature and confident learners because they know that staff want the best for them. They are confident about the skills and knowledge of teachers so that they are happy to engage and learn from them.
- The college places a high expectation for teachers to further accelerate the progress of all groups of students.
- Attendance at the school is rising, persistent absence is falling and those who attend off-site provision have seen distinct improvements in their attendance. Overall attendance is now well above average.
- Students are extremely safe in the college and their behaviour is outstanding. Their attitudes to learning are very high and their support for the college is without doubt. The overwhelming majority of parents and staff also feel that students are safe.
- Students and staff hold the college in high regard. This is illustrated by comments such as, 'I am extremely proud of this college', by a member of support staff.
- Governors and senior leaders set themselves extremely high standards. The breadth of experience and skills of the governing body are wide and they challenge leaders well, holding them to account for the progress made by all.
- Procedures for monitoring the quality of teaching and to track the progress of learners are robust and secure.
- The headteacher, head of school, senior leaders and middle leaders all share the vision to provide the best for students and the desire to continue to drive improvement in the quality of teaching and students' achievement.

## Information about this inspection

- The inspection team observed 29 lessons, including four that were jointly observed with senior leaders.
- Formal discussions were held with the headteacher, head of school, governors, senior and middle leaders, newly qualified teachers, four groups of students, the manager of the college’s external provision of Key Stage 4 intervention, the School Development Partner (SDP) from the local authority and the local authority’s head of children, young people and learning.
- Students were spoken to additionally in lessons to ascertain their views of behaviour and learning across the college.
- Scrutiny of students’ work was carried out during lesson observations and additionally as four separate exercises.
- Inspectors listened to the Year 7 pupils who participate in the reading support programme as part of the college’s approach to improve standards of literacy across all subject areas.
- Inspectors observed behaviour in lessons, at break time and lunchtime. They also considered the opinions of staff, pupils, parents and the community towards behaviour in the college as a whole.
- The inspection team scrutinised a range of supporting documents. These related to students’ progress over time, safeguarding and child protection, governing body minutes, behaviour and the college’s own view of more recent achievement, teaching and future improvement.
- Inspectors took into account the 96 responses to Ofsted’s Parent View survey and the 90 responses to the staff questionnaire.

## Inspection team

Colin Scott, Lead inspector

Additional Inspector

Clive Petts

Additional Inspector

Lenford White

Additional Inspector

Anne Smedley

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average 11–18 foundation school. Most students are of White British heritage with a small proportion who speak English as an additional language.
- The proportion of students known to be eligible for pupil premium is high. The pupil premium is additional funding provided by the government to support students known to be eligible for free school meals and those in local authority care.
- The proportion of students supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The college holds sports college status to support its provision and curriculum.
- The college holds various awards including the Leading Parent Partnership award (LPPA) and is one of four schools to reach the national finals for 'outstanding secondary team of the year' for teaching and learning in the National Teaching Awards in October 2014.
- The college is a leading partner in the North Tyneside Learning Trust of schools, of which its headteacher is chairperson. The headteacher is also executive headteacher of a school in a neighbouring local authority, working in partnership with and offering support to the school.
- The college hosts a provision for the local authority called 'TRAX' to support good behaviour and attitudes for Key Stage 3 students.
- The college also runs an off-site facility on behalf of the local authority called 'PALS' for older students who are at risk of exclusion. Seventeen of the college's own students gain support from this provision.
- The college meets the government's current floor standard, which is the minimum expectation for students' attainment and progress in English and mathematics.

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

- Continue to increase the rate of progress in the sixth form so that attainment matches the high levels seen in Key Stages 3 and 4 by:
  - further increasing the proportion of outstanding learning
  - decreasing the variability in standards between vocational and academic studies
  - using the excellent tracking systems in place to identify any reduction in progress more swiftly in order to stop and reverse any potential decline in standards.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Students enter the college in Year 7 with attainment that is usually below average. By the end of Year 11, their attainment is significantly above average. The progress students make is high compared to national figures for English and mathematics and demonstrates the impressive gains students make in these subjects. This represents outstanding achievement.
- Students in the sixth form achieve well. They reach standards in both their vocational and academic studies that last year were slightly above those found nationally. The college is on track to extend this success and standards this year are set to rise further. This represents good progress. Despite this, some variability remains with progress in academic studies not always reaching the levels seen for vocational studies.
- GCSE English and mathematics results for early entry have allowed students to reach good standards. This prepares them well for even better results at the end of Year 11 as the students become well practised, even more focused and set personal high aspirations to reach their highest potential.
- Although standards last year in science were not high, particularly for the most able students, progress seen during the inspection and the evidence provided by the college indicates that this decline has been reversed and progress is now strong.
- History and geography have also seen a turnaround in the progress students make with achievement now matching that for other subjects in the college.
- Students who attend the off-site provision at PALS make outstanding progress in their studies.
- The small proportion of students for whom English is an additional language make the same outstanding progress as their peers.
- The college has responded very well to the previous inspection report and ensured that the most able students now make outstanding progress across all subjects.
- All groups of students, including those who are disabled and those with special educational needs now make at least good progress with the majority making outstanding progress.
- Year 7 catch-up funding is appropriately used for the targeted support of those for whom the funding was intended. For example, some funding is used to pay for staffing to work with a 'nurture group' who entered the college with literacy and numeracy skills well below average. The progress they make is outstanding.
- The gap between those students identified as eligible for support through pupil premium funding and their peers in the college has been narrowing rapidly over time. The number of students eligible for free school meals who attain five or more good GCSE passes including English and mathematics has increased significantly. As a result, the gap between their attainment and all other Year 11 students in the school in 2013 had reduced to approximately three-quarters of a GCSE grade in English and half a GCSE grade in mathematics.
- The college prepares its students exceptionally well for their future. Their literacy, communication and numeracy skills are very well developed and the college successfully places a particular focus on the aspiration of students to achieve well enough to be able to access higher education at renowned universities.

### The quality of teaching

### is outstanding

- Teaching is outstanding. Teachers know their students well, have excellent subject knowledge and plan activities that lead to rapid learning for all groups of students.
- Teaching across all key stages is equally strong. Despite achievement in the sixth form not yet being outstanding, progress is accelerating due to the strong quality of teaching evidenced during the inspection but has yet to impact on exam outcomes.
- Tasks constantly challenge students and inspire and engage them to do well. Students say that they enjoy learning and that teachers give them work that is usually both demanding and fun.

Typical aspects of teaching include the teacher's own enthusiasm for the subject supporting the knowledge gains of students well.

- All teachers are keen to further develop their abilities and access every opportunity given to participate in professional development, ensuring that they have the necessary skills to further support their practice.
- The progress of the most able students is tracked closely and their abilities taken into account when planning learning. Different or more detailed tasks are provided and stretch them even further.
- Expectations of all of students are constantly high. Their learning is continually checked and tasks adapted to maintain a high rate of progress. Teachers know their students well and the levels to which they are working, ensuring that all groups of students remain constantly challenged to do well. This leads to a high success rate.
- The teaching of literacy, including reading, and mathematics is strong throughout the school. This enables students to be highly successful in understanding the particular challenges of the subjects being taught. For example, this is supported through the very careful inclusion of key words that are reinforced in students' books and through including real-world contexts in solving mathematical problems.
- Students speak very highly of the skills of their teachers. They have absolute confidence in their knowledge and are keen to learn from them. Over 90% of parents agree that their children are taught well.
- Work is marked regularly and thoroughly across subjects and by all teachers ensuring that students know exactly where they are and what they need to do to improve. Students respond to, and learn well from, any advice given by their teachers.

### **The behaviour and safety of pupils are outstanding**

- The college's work to keep students safe and secure is outstanding. Procedures in place to check the credentials of staff are meticulous. Pastoral systems ensure that students know how to keep themselves safe both during practical lessons in college and when accessing social media or other modern technologies.
- The college is exceptionally inclusive with all students having an equal opportunity to succeed. Students overwhelmingly say they feel safe and tell inspectors that bullying is rare and if it ever happens it is dealt with immediately. Minority ethnic students say that racism does not occur and those students who are homosexual say that they can be open and that they feel safe. The college has a distinct caring atmosphere and a family feel.
- The behaviour of students is outstanding. Relationships between staff and students and between students themselves are very strong and supportive. Staff and students are courteous, polite, mature and respectful of each other.
- The overwhelming majority of pupils, staff who responded to the staff questionnaire, parents who responded to Ofsted's Parent View and the local community all support the college's belief that students' behaviour is exceptionally positive.
- Students' behaviour and attitudes to learning are extremely positive. Low-level disruption to learning is rare. They aspire to do well and take a pride in their work and their college. They are prepared for lessons, have the correct equipment and are keen to arrive punctually. They immediately engage with the teacher and each other, ensuring that they maximise the time available to make the most progress. Litter around the college is non-existent.
- Attendance has risen markedly over the last few years so that it is well above average compared to similar schools nationally. Persistent absence rates have fallen.
- Exclusions have reduced over time to less than half of the levels seen three years ago. They are now below the national average and the programme of support offered to those at risk of exclusion, PALS, has had a major impact on this.
- Students say they have many opportunities to participate in activities outside of normal college hours from sport to academic study. They welcome these opportunities and there are high levels

of participation.

- The college's ethos strongly supports the spiritual, moral, social and cultural aspects of life well. Students are confident, caring and considerate of all cultures and diverse aspects of the community in which they live.

## **The leadership and management** are outstanding

- Leadership and management across the college and at all levels are exemplary, purposeful and focused on the progress and care for all students. This has resulted in achievement that is high, attendance which has improved and an ethos around the college that ensures purpose and aspiration for all.
- The headteacher has astutely and diligently delegated relevant responsibilities to his staff to ensure that those with the right skills are able to positively develop the skills of teachers. This is particularly clear in the management of PALS and in teaching and learning.
- Leadership in the sixth form is also outstanding, the rate of progress is improving, and standards are set to rise as a result.
- The skills of leaders at all levels has not been missed by the local authority, who themselves have identified the support the college can bring to the North Tyneside Learning Trust (NTLT).
- Subject leaders across the college have an excellent understanding of the progress students make in their areas and are astute at knowing their next steps to further improve progress. This is due to the clear roles and identification by senior leaders of the skills of middle leaders and the support given to them to accomplish success.
- All leaders, particularly the head of school, are unrelenting in the drive to raise the quality of teaching. Leaders have developed a very successful programme of support for all teachers. This has paid dividends with the college achieving the 'Pearson Silver Award' for teaching and reaching the finals for the 'National Teaching Awards' in October 2014. Staff feel supported by their leaders and were overwhelmingly positive about the opportunities available to them.
- Support for newly qualified teachers is exceptional and has resulted in those new to the profession feeling valued. Their skills are well developed and are ensuring that progress of students is high.
- The headteacher is acutely aware of the needs of his staff and students and is not afraid to bring in extra help when this is felt necessary. For example, a successful leader of science was brought in from another school to support the development of the college's own department when standards were seen to be at risk of falling. This support has worked well with the progress of students now rapid and attainment that is set to rise considerably.
- The college's sports specialism supports progress across many subjects well. Students keep themselves healthy and participate enthusiastically in physical education. Students know how to keep themselves healthy and alert helping them to concentrate on their studies.
- The curriculum is very well-matched to the needs of the students and continues to be further developed depending upon the changing aspirations of students. Students in the sixth form say courses are ideal for them to reach their goals of entering university or work.
- College leaders receive good support from North Tyneside local authority via a school development partner and they say they welcome this challenge which helps to keep them sharp and focused.
- All statutory requirements relating to safeguarding are met and child protection arrangements are exemplary.
- **The governance of the school:**
  - The governing body led by a Chair who is confident, diligent and meticulous in her role, is very strong, highly successful and effective. Governors have an excellent understanding about the quality of teaching and the impact that it has had on the learning of students.
  - Governors are trained in the use of internal and external data, attend regularly, are astute in their questioning and challenge to leaders and hold the college to account well. They ensure

that their decisions are based on all available evidence, both internal from the college and from external reviews and partners.

- Governors ensure that the training and performance of teachers are managed well so that salaries and promotion reflect performance in relation to students' progress. They have a keen understanding of how the pupil premium and Year 7 catch-up funding is spent to bring about positive outcomes for students.

## 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

<b>Unique reference number</b>	108641
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	443202

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

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	726
<b>Of which, number on roll in sixth form</b>	128
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tracey Booth
<b>Headteacher</b>	David Baldwin
<b>Date of previous school inspection</b>	20 January 2011
<b>Telephone number</b>	0191 234 7200
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