



Quilley School of Engineering

Inspection Report

Unique Reference Number 116425
Local Authority Hampshire
Inspection number 290529
Inspection dates 14–15 November 2006
Reporting inspector Bill Stoneham

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

Type of school	Secondary	School address	Cherbourg Road
School category	Community		Eastleigh
Age range of pupils	11–16		SO50 5EL
Gender of pupils	Mixed	Telephone number	02380612330
Number on roll (school)	574	Fax number	02380649614
Appropriate authority	The governing body	Chair	Mrs Alison Currie
		Headteacher	Mr Richard Kelly
Date of previous school inspection	15 April 2002		

Age group	Inspection dates	Inspection number
11–16	14–15 November 2006	290529

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is smaller than average. The socio-economic context of many students is disadvantaged, with an above average entitlement to free school meals. The student population is almost entirely of White, British heritage. Very few students have a first language other than English and none are at an early stage of learning English. There are four looked after children. About a third of students have learning difficulties and disabilities, which is much higher than average. The school is a specialist engineering college.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Quilley School of Engineering is a satisfactory but improving school, with a good capacity for further improvement. A clear vision for the future has been established by the headteacher and this is being implemented well by the senior staff team and the governors. There is a determination to sustain and build on the gains of recent years. The engineering specialism is having a good impact on expectations and some of the partnership work associated with specialist college status is helping to raise standards and the school's profile. However, the literacy skills of many students, especially boys, are weak and inhibit their progress and the standards they reach in other subjects. For standards to rise further greater consistency is required in the use of students' targets and the way progress against such targets is monitored. This will help ensure that students know what is expected of them and what they need to do to improve.

Standards are below average overall, but are rising. The school's efforts to improve are not helped by the poor attendance of a significant minority of students. Generally, students' achievement is satisfactory, but those who attend regularly make better progress than those who do not. Teaching is satisfactory, but there are inconsistencies that impact on students' learning and must be addressed if standards are to rise further. For example, in some lessons it is not always clear what is to be learnt and the students are not always fully engaged by the set tasks. The curriculum has developed well with a wider range of vocational courses than previously.

Personal development is satisfactory. Regular attendees enjoy school, are happy, feel safe and contribute to the life of the school. There is generally a calm ethos with most students engaged in learning. A good citizenship programme prepares students well for the future as does the good careers advice offered. Increasingly, students' and parents' views matter, but few parents responded to the questionnaire. Those who did respond were mainly positive about the school and highlighted improvements in behaviour and leadership. The school is good at monitoring its own performance. It promotes equality of opportunity well, and has improved since its last inspection.

What the school should do to improve further

- Raise standards in literacy, especially for boys.
- Achieve greater consistency in the quality of teaching so that students are always clear about what they are going to learn and are sufficiently engaged in lessons.
- Improve the attendance of those whose achievement is limited by frequent absence
- Ensure all staff consistently use assessment data so that students know what they need to do to improve.

Achievement and standards

Grade: 3

Students enter the school with attainment that is below average. They make satisfactory progress in all years. Standards at the end of Year 9 are rising slowly but remain below average in English, mathematics and science. There is little difference in their achievement in different subjects though boys do not do as well as girls in English; however, they do better than girls in science. Examinations' results are carefully analysed. Any issues identified are addressed in a determined, but supportive, manner in order to fulfil the school's desire to drive standards higher.

Standards are rising in GCSE examinations but are below average. Thirty-seven per cent of students gained 5 A*-C grades in 2006 and the average points score rose. The number of students gaining 5 A*-G grades has increased over the past few years, though the outcome is still below average. There was some improvement in results in 2006 showing that the school has implemented effective strategies that are helping to raise standards. However, the lower achievement in English was because of the low attainment of some boys and demonstrates an issue of low literacy skills.

Students with learning difficulties and disabilities are well supported by the school and make satisfactory progress. Their needs and targets are reviewed on a regular basis and are known by staff.

Personal development and well-being

Grade: 3

The students' personal development and well being are satisfactory. They show good social and moral attributes, but spiritual and cultural aspects are less well developed. Citizenship is well-planned and this programme ensures that all students are aware of issues such as healthy lifestyles, sex education and preparation for their working lives. This has had a positive impact on students' attitudes, which are improving.

Parents expressed some concern about behaviour. In discussions students agreed that some misbehaviour still occurs, though during the inspection no unacceptable behaviour was seen and the inspectors found behaviour to be satisfactory. One student said 'We work hard with teachers who care about us and we respect'. The school has focused well on this aspect and the strategies used have brought about improvements.

The attendance of students is below the national average. The school has introduced many strategies to address this problem such as electronic registers and more parental contact. These approaches are proving effective and the attendance rates are improving, but remain too low. The school has data that clearly demonstrate that students' attainment is directly linked to their attendance and this area remains a major barrier for the achievement of a significant minority.

The students appreciate the part they can play in school life. The school council is valued and students feel that the school listens and acts on their views. Students have many other opportunities to contribute. For example, the 'Quilley Listeners', where

Year 10 and 11 students act as councillors for younger students. The school has worked hard to build strong community links, and this is a key objective of the school. The school's specialist engineering status is enabling it to develop a number of partnerships that are enhancing the economic well-being of a number of students. The school is an active member of many local initiatives including the provision of a relevant 14 to 19 curriculum. This has enabled students to develop good skills needed for their post 16 pathways.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. The most effective lessons are well planned and teachers explain to the students what they should know by end of the session. Sometimes this is not made clear enough and the students have difficulty in understanding exactly what it is they should be able to do. Many lessons have good pace and the activities are varied. There are often good relationships between the students and the teachers. In a small minority of lessons, poor behaviour hinders the progress of the rest of the class. In these lessons, teachers' directed the students' actions too closely and there were too few opportunities for students to take an active part in their learning.

Most students make satisfactory progress when the work is well matched to their needs. In an outstanding art lesson students worked well with each other to assess their work and to identify the steps needed to improve. As one student said, 'It's great to be able to work at your own pace and know what you need to do to improve your grade.' There is effective use of teaching assistants. They help ensure that students with learning difficulties and disabilities make good progress in lessons. In a number of lessons there was little use of extension activities to challenge the most able students to achieve more highly.

Inadequacies in teaching have been identified and effective steps have been taken to address them, including good staff training. This has resulted in the improvement of students' achievement in lessons.

Curriculum and other activities

Grade: 2

The school provides a good curriculum which meets the needs of most students well, including those with learning difficulties and disabilities. In Years 10 and 11, the choice of subjects has increased since the last inspection. This improvement is, in part, associated with the school's specialist engineering status. There are now more vocational options, which many students find to be more relevant and enjoyable; but this improvement still does not attract all students, since some do not attend regularly. Students of all abilities are catered for, with GCSE Japanese on offer for higher attainers

and an alternative curriculum for those less able. The latter is particularly successful with all students having secured permanent employment for next year.

The school offers a wide range of extra-curricular and enrichment activities, including sports, arts and vocational options. These have high levels of participation and some promote healthier life styles. A variety of visits provide excellent scope for some students to develop their cultural awareness. The school's specialist status has been invaluable in assisting students to see what employment opportunities exist in engineering in local firms.

Care, guidance and support

Grade: 2

The care, guidance and support for students are good and are a strength of the school. Staff cater well for the individual needs of students. In discussions the students expressed their appreciation of the support they are given and the fact that teachers would always find time to help. The newly introduced system of target setting and monitoring involves all staff and the school is now able to identify students who are underachieving and provide suitable extra support. Many students have an understanding of how well they are doing, but the use of assessment information to set targets and to help students improve is inconsistent.

The students feel safe in school and although there are some isolated incidents of bullying these are dealt with effectively. All staff are aware of child protection procedures and these are implemented well. A full health and safety audit is performed annually and any issues identified are effectively addressed.

Students receive good guidance for career or college choices. Many aspects of the world of work are effectively covered and students are prepared well for their work experience programme in Year 10.

The school is working hard with parents and a wide range of outside agencies to form a cooperative approach to education. The school has undertaken a detailed analysis of parental perceptions and concerns and acted in a positive manner to address issues relating to behaviour and attendance. The school is keen to extend parental involvement further.

Students with learning difficulties and disabilities are well supported. Their targets and needs are reviewed every term and these are shared with all staff to enable teachers to prepare suitable materials and resources. The support given ensures that most students reach their targets, while some exceed them.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory. The school has undergone many recent changes and the senior leadership team is relatively new. The headteacher has a clear vision for the school's development and his good leadership is leading to

improvements in many areas of the school. Most staff are committed and enthusiastic about the school's work. Leaders at all levels understand their roles and responsibilities, though there are some inconsistencies in the quality of middle management. This has been identified by senior managers and is being addressed through staff training. The governing body is similarly new and governance is satisfactory. The governors are supportive and are developing their roles, but need to be more challenging. Governors and staff alike are proud of their school and are keen to raise standards further.

Self-evaluation is good and has led to a clear understanding of the needs of the school. A number of new initiatives have been introduced, such as target setting and improving attendance and these are already having a positive impact on students' attitudes and progress. Planning is good and the views of parents and pupils are central to the desire to improve. Such views are regularly sought and the school wishes to involve parents more. The school's progress as a specialist engineering college is also helping to spur improvements.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school. We thoroughly enjoyed meeting you and talking to you about your school. We were impressed by your enthusiasm, your politeness and your commitment. It is clear that most of you enjoy school and many of you commented positively on the work being done by your headteacher and his staff.

You told us that the school is improving. Our view is that your school is improving and offers a satisfactory standard of education. You also commented favourably on the support and encouragement you are given and on the range of things to do; though you would like the buildings to be better and smarter. Again, we agree.

Examination results are rising. In part this is because of your own efforts and the support of your parents and guardians; but it also because of the commitment and enthusiasm of your teachers. You have many good teachers, who are firmly committed to your success. I hope you will continue to work with them and support their efforts. Some of you, however, must improve your attendance records. Those of you, who do attend regularly and are keen to learn, often make good progress.

This report asks your teachers to address four areas to ensure that the school becomes even more successful:

- Raise standards in literacy, especially for boys
- Achieve greater consistency in the quality of teaching so that students are always clear about what they are going to learn and are sufficiently engaged in lessons
- Improve the attendance of those whose achievement is limited by frequent absence
- Ensure all staff consistently use assessment data so that students know what they need to do to improve.

We all enjoyed our visit and would like to wish you every success in your future endeavours.

Bill Stoneham

Lead inspector