

Quilley School of Engineering

Inspection report

Unique Reference Number	116425
Local Authority	Hampshire
Inspection number	338815
Inspection dates	2–3 December 2009
Reporting inspector	Ted Wheatley

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	446
Appropriate authority	The governing body
Chair	Alison Caplin
Headteacher	Richard Kelly
Date of previous school inspection	4 November 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 24 lessons, and held meetings with governors, staff and groups of students. They observed the school's work, and looked at school development planning, assessment information, students' work and 114 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well the most able boys, and other groups of students, make progress
- how effectively the best practice in teaching is being shared to drive up the quality of teaching overall
- the effectiveness of policies in dealing with absence and unacceptable behaviour
- the accuracy of self-evaluation, and particularly the effectiveness of middle managers in evaluating provision and introducing improvements to accelerate the pace of progress.

Information about the school

This is a smaller than average school and numbers are currently falling, in line with local population changes. Most students are from White British backgrounds. The great majority of students speak English as their first language and there are 25 students with Urdu, Korean, Chinese or Arabic as their first languages. The proportion of students with special educational needs and/or disabilities is above average, although fewer than normally seen have statements of special educational needs. A significant small number of students join the school at other than the normal times during the year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has significant strengths in its curriculum, students' personal development and in the quality of care, guidance and support it provides for students.

Students' attainment is well below average, but standards are rising and the most recent GCSE results were the best for many years, despite being well below average. Currently, students are on track to perform at least as well in 2010. Generally, students make satisfactory progress from very low starting points and some students make good progress. Past inadequate progress by some average and low ability students has been significantly reduced. In addition, the progress of the most able boys, which the school had identified as an issue, is now similar to that of other students. Students who do not speak English as their first language make sound progress, due to well-planned support. Overall, students' progress is slowly improving.

Students' good attitudes to school play an important part in their improving progress. They enjoy school and behave well. Some parents and students expressed concerns about poor behaviour and there have been past difficulties. However, these have been largely resolved with changes in staffing and improving strategies to deal with unacceptable behaviour. Nevertheless, despite good management of behaviour there are some inconsistencies that occasionally confuse students. Students have a good understanding about the importance of healthy lifestyles, they feel safe and make sound contributions to the community. Attendance is satisfactory and improving and the attendance of the great majority of students is good. Students have a good understanding of the values and beliefs of other cultures, get on well together and, given low standards in basic skills, are satisfactorily prepared for their future lives.

Teaching is satisfactory but there are wide differences. The best teaching, which in some cases is excellent, is lively and challenging. In these lessons teachers engage students in discussion and self-assessment and provide opportunities for independent learning. Where teaching is less effective, and occasionally inadequate, the pace is slow, work is not matched to students' needs, teachers do not ensure students follow guidance given in marking, students' attention and interest slips and learning is slow. The curriculum is good and plays a large part in engaging students' interests, giving them aspirations for the future and preparing them for work or continuing education. Visits and visitors provide further opportunities to sustain students' interests. The quality of care, support and guidance is good, with particularly good support for students with social and emotional problems and those who join the school during the year. Parents are well informed about their children's progress and guidance and support for future education and careers are good.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Leadership and management are satisfactory. The headteacher has a clear vision for the school's improvement and his leadership has been key in developing the good curriculum in both the school and consortium of local 14 to 19 providers. He has the support of the great majority of staff. At a senior level there have been significant changes in staff. Despite individual strengths, senior staff are not providing coherent leadership that reflects the headteacher's vision for the school and consequently improvements happen too slowly. For example, monitoring and evaluation of teaching are inconsistent between subjects; this reflects variations in guidance and support of senior staff and the slow sharing of effective teaching skills. In addition, school policies are not detailed enough or reviewed to ensure they are robust and give staff accurate guidance on school procedures. Some parents rightly commented on inconsistencies they had noticed. Nevertheless, there is a sound view of what the school needs to do to improve, actions have been taken and improvement, if slow, is evident. Issues from the previous inspection have been addressed and the capacity for further improvement is satisfactory.

What does the school need to do to improve further?

- Raise standards by ensuring that:
 - teaching is consistently challenging and matched to students' learning needs
 - lessons are fast paced in order to sustain students' interest and concentration
 - guidance given in marking is followed up to ensure students' progress is good
 - there are planned opportunities for students to learn independently and to take responsibility for their own learning.
- As a matter of urgency, ensure that senior staff work as a cohesive team, reflecting consistency in their approach and supporting the headteacher in the drive for improvement.
- Make sure that policies are robust and regularly reviewed to ensure they give clear advice to staff on common approaches to whole-school issues.

Outcomes for individuals and groups of pupils**3**

Although standards are well below average overall, a significant minority of students are now performing well and making good progress. The most able boys and girls are increasingly doing well. Underperformance elsewhere is declining. Standards in English, mathematics and science are similar and while there was poorer performance in some subjects than in others at GCSE, the school is dealing with this satisfactorily. There is still some underperformance due mostly to lack of challenge in some classes where assessment information is not used well enough to ensure work is matched to students' needs. Sometimes students do not learn fast enough or have enough opportunities to work independently. Learning is best where work is fast paced and students have opportunities to work individually or in small groups. Students like being challenged and given responsibility to learn for themselves.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Students who do not speak English as their first language make sound and sometimes good progress. Support is usually good and careful grouping of students ensures good help and support from other students. This is effective in promoting development of English language skills.

Students enjoy learning and are very supportive towards each other. Relationships are good and students are tolerant of individual differences. Students' spiritual, moral, social and cultural development is good. They readily help new students, especially those who speak little English and make considerable effort to make them feel at home. They respect different cultural backgrounds and are willing to learn from them. In one lesson students helped another pupil to learn English words, but also wanted to learn that pupil's first language themselves. Students behave safely around school and in lessons. They take on responsibilities readily. They have a good understanding of the principals of democracy and government. Most students take part in physical activities and the great majority eat healthily.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The proportion of good or outstanding teaching is increasing, mainly because of the drive from the headteacher. Lessons are often exciting and challenging and related to engineering issues that are relevant to students' lives, for example how to cook the best chips! Opportunities for students to evaluate the work they do and to assess their own and each other's performance help them become involved in making sure they learn well. The link of accurate assessment to lesson planning so that work is carefully tailored to students' needs is having a positive impact on learning and progress. Marking usually gives students a clear idea of how well they are doing and what they need to do to make better progress. However, students do not always follow the advice given and teachers do not always check to make sure they do so. Nevertheless, the great majority of students do know how well they are doing, what their targets are and what they need to do to improve.

Even though teaching is improving, there remains some where there has been too little change for the better. Here work is slow, not challenging enough and the teacher does not have a clear picture of what students need to make further progress. In these lessons, learning is too slow and students become restless, although poor behaviour is rare.

The curriculum is a significant strength and it is successfully organised to match the needs and interests of all students. For example, the most able students start GCSE courses in Year 9 in some subjects, others start post-16 courses while in Year 11, and partnership with the adjacent colleges and other schools in the area mean that the academic and vocational courses are broad enough to meet the needs of all students. Aspects of engineering, the school's specialism, permeate all subjects, making studying relevant and interesting, and students say they enjoy this.

The school provides good support for students and families, especially for students joining the school during the year or who have social or emotional problems. Careers guidance is good and very few students leave school without planned employment or further education. Strategies to promote attendance work well, with effective links with social services and primary schools to establish and continue patterns of regular attendance. Links with primary schools, sixth form providers and other schools and colleges smooth the process of transfer into and on from the school effectively.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The headteacher has a clear vision for how the school should improve and it has been his energy and drive that has instigated changes in teaching and pushed through changes to widen the curriculum. He has rightly reorganised the responsibilities and structure of the senior staff. The process has been slow and as yet there is not a whole-team ethos that reflects the school's vision or provides a consistent framework of guidance and expected practice for staff to work within. This has slowed, but not stopped, development. Improvements in teaching have been slow because good practice is not shared with enough urgency and because the procedures to evaluate teaching vary between subjects. Not all policies are detailed enough to guide consistent practice and procedure. The governors' review process is not robust enough to ensure policies have the necessary detail to direct consistent approaches. Nevertheless, governors are supportive in many respects. In partnership with the school they have set realistic academic targets and increasingly they are holding the school to account for poor results. Safeguarding procedures meet all requirements and are good. The policy to promote community cohesion is good, with a clear recognition of what needs to be done and fast action to ensure good practice in this area is shared and built on. In general, the school works satisfactorily towards ensuring equal opportunities for students and the gaps in progress between different groups is narrowing.

Links with families and carers are satisfactory. The school is working closely with parents and primary schools to improve these links to engage parents effectively in their children's education. Partnerships with external agencies, social services, primary schools, and especially other secondary schools and colleges are successful in promoting students' interest and commitment to their education.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Views of parents and carers

Overall, parents are pleased with the school. Most feel students are safe, well taught, that they make enough progress, their needs are met and they are well prepared for the future. Inspectors agreed with this. There were some concerns about disruptive behaviour in particular classes which inspectors looked into carefully. They found out that there had been problems, that there had been changes in staff and that the situation had improved. Students confirmed this was the case. During the inspection, behaviour was almost entirely good. A small number of parents commented on inconsistent management issues, and inspectors were in agreement with this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Quilley School of Engineering to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 114 completed questionnaires by the end of the on-site inspection. In total, there are 446 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	23	69	61	11	10	7	6
The school keeps my child safe	26	25	72	63	7	6	4	4
The school informs me about my child's progress	42	37	57	50	9	8	4	4
My child is making enough progress at this school	25	22	72	63	10	9	4	4
The teaching is good at this school	20	18	74	65	12	11	4	4
The school helps me to support my child's learning	17	15	70	61	16	14	3	3
The school helps my child to have a healthy lifestyle	18	16	69	61	19	17	4	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	18	77	68	6	5	3	3
The school meets my child's particular needs	18	16	77	68	14	12	3	3
The school deals effectively with unacceptable behaviour	15	13	65	57	18	16	11	10
The school takes account of my suggestions and concerns	12	11	75	67	10	9	6	5
The school is led and managed effectively	22	19	68	60	14	12	4	4
Overall, I am happy with my child's experience at this school	30	26	66	58	12	11	4	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 December 2009

Dear Students

Inspection of Quilley School of Engineering, Eastleigh, SO50 5EL

Thank you for making us so welcome when we inspected your school. We enjoyed our visit. We spoke to many of you and you told us a lot about what you thought of your school and how good you think it is.

- You make satisfactory progress. Some of you make good progress and over time your progress is improving.
- Some teaching is good or excellent and in these lessons you learn well.
- You enjoy school, behave well and most of you attend well. You treat each other well and with respect, whatever your backgrounds.
- The headteacher is determined to make sure you achieve well and he is supported by staff and governors.
- You have a good understanding of the importance of healthy lifestyles and most of you eat sensibly and take exercise.
- Those of you who have responsibilities carry them out well.
- The school is safe. Staff give you good advice and support you well.

In order for the school to be even better, we are asking your teachers to do the following things:

- Raise standards by making sure teaching is always challenging, lessons are fast paced so that you stay interested, you follow any advice given on how to improve your work, and that you have opportunities to learn independently.
- Make sure all staff, especially senior staff, know what it is the school needs to do to improve and work closely together to make this happen.
- Make sure policies are detailed and well understood so that everyone works in the same way.

You can help by making sure you always work as hard as you can and follow advice given by teachers when they mark your work.

Yours sincerely

Ted Wheatley

Lead inspector

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