

Chipping Sodbury School

Bowling Road, Chipping Sodbury, Bristol, South Gloucestershire BS37 6EW

Inspection dates

26–27 June 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Governors have not overseen the spending of government funding efficiently. As a result, the progress of disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities has not been good. Equally, governors have not ensured that the Year 7 catch-up premium funding is improving progress in literacy and numeracy for those pupils who enter secondary school with lower ability.
- Some teaching has not been effective and, as a result, too many pupils are not making the progress of which they are capable.
- Some middle leaders are not holding teachers to account effectively, so teaching is inconsistent.
- Too few of the teachers are using assessments consistently to plan teaching well. As a result, some of the most able pupils are not stretched and challenged sufficiently and pupils of lower ability are not provided with the support they need.
- Attendance overall and for disadvantaged pupils and those who have SEN and/or disabilities is not yet in line with national averages.

The school has the following strengths

- The interim headteacher has raised expectations of pupils and staff so that high standards are of greater significance. It is too soon to be able to measure the impact of her work on achievement in the end of key stage 4 tests.
- Pupils behave well and follow established routines.
- The sixth form is well led well and managed and learners are making good progress in A-level subjects.
- Pupils are safe in the school and staff take good care of their physical and emotional well-being.

Full report

What does the school need to do to improve further?

- Improve the quality of governance to provide effective strategic leadership that:
 - supports and challenges school leaders to bring about the improvements needed
 - has more stringent monitoring and evaluation of funding for disadvantaged pupils and those who have SEN and/or disabilities and the Year 7 catch-up funding so that the most vulnerable pupils attend regularly and succeed.
- Raise achievement by ensuring that:
 - middle leaders monitor their departments effectively to ensure that teaching becomes consistently good
 - the most able pupils in all year groups, including those who are disadvantaged, are provided with learning that is sufficiently challenging and deepens their thinking
 - pupils with low ability are provided with sufficient structure to support their learning effectively
 - disadvantaged pupils and pupils who have SEN and/or disabilities make good progress with support that stretches their learning further so that they achieve their potential.
- Continue to improve attendance so that it is at least in line with national averages.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Governors have not held leaders to account stringently over a significant period of time. As a result, standards slipped. Until the appointment of the interim headteacher, the monitoring of pupils' progress was not strong.
- Governors failed to check and track the teaching in the school effectively. Consequently, progress for disadvantaged pupils and those who have SEN and/or disabilities has been significantly below the national average.
- The curriculum is undergoing change to ensure that pupils can take subjects that will provide an appropriate stepping stone to future qualifications and training. As yet, leaders have not evaluated the impact of the changes sufficiently. Similarly, the plentiful extra-curricular opportunities offered are not monitored. As a result, leaders are not able to assess which pupils are missing these activities because they do not have this valuable information.
- Leaders in charge of assessment information have not had effective systems until this year. Analysis has been ineffectual or non-existent for particular groups, such as disadvantaged pupils or pupils who have SEN and/or disabilities, and pupils of varying ability levels. As a result, some pupils were not making enough progress.
- Middle leaders receive training to monitor the work of teachers and hold them to account when teaching is weak. Some middle leaders are more secure in this work than others so the picture is still inconsistent.
- Since the end of September, the interim headteacher has implemented improvements strategically. The interim headteacher understands the strengths and weaknesses of the school. Therefore, her planning is accurate and proportionate and is having an impact on raising expectations as the school moves forward.
- Leaders are ambitious for the school and have established a culture of mutual respect for staff and pupils. The school is calm and orderly, so learning can take place successfully.
- The local authority has supported the school effectively since the previous inspection by providing expertise and funding for improvements. An associate headteacher provides support and challenge for the leadership to quicken the pace of change.
- The leadership team is monitoring teaching more efficiently to ensure that pupils are receiving a consistent experience that will improve their progress.
- Pupils enjoy the curriculum for spiritual, moral, social and cultural understanding and can articulate their opinions on diversity, religion and equalities well. British values underpin teaching. Pupils are ready for life in the 21st century.
- Leadership of the Access Centre, which provides education for pupils with autistic spectrum disorder, is strong. Teachers and teaching assistants are deployed well and pupils are safe.

Governance of the school

- Governance has not been effective. The monitoring of the school's work and funding has been lax and standards have slipped.
- In February, a new chair of the governing body was appointed. He is determined to improve the school and is keen to receive guidance on his role. The review of governance should aid this.
- Governors are committed to the school. The local authority school improvement adviser has attended recent governor meetings and the minutes show that greater challenging and questioning of leaders is happening. This is a positive beginning for their strategic work.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a culture where risks are assessed so that pupils are safe and secure. All the necessary checks on staff are completed thoroughly. The designated safeguarding leads are vigilant in their oversight of any child protection issues. They are well supported by a team of staff who manage attendance and behavioural issues. Records of any safeguarding issues are of high quality and detailed. Staff work sensitively with parents and carers and external agencies to monitor and support vulnerable pupils. Alternative provision is used sensibly, and, as a consequence, persistent absence has improved and exclusions have dropped.

Quality of teaching, learning and assessment

Requires improvement

- Teachers' planning is not using assessment information consistently. As a result, the most able pupils are not provided with sufficient stretch and challenge. Some pupils of lower ability are not given support and guidance systematically; so too many are not completing work or overcoming basic errors.
- Some teachers do not use the school's policy on marking and feedback regularly.
- As yet, disadvantaged pupils are not receiving appropriate support for their needs consistently. It is a similar picture for pupils who have SEN and/or disabilities, so their progress is slower.
- Parents receive informative reports from teachers that highlight recent achievements and attitudes to learning. These include instructional advice for parents to assist with pupils' rapid progress.
- Leaders have implemented basic expectations for teaching and learning which they check frequently. Pupils understand the routines and are ready and prepared for learning.
- Teachers' subject knowledge is secure. Pupils make effective progress when teachers probe pupils' thinking with carefully considered questioning. This deepens pupils' knowledge and understanding. There were good examples of this in humanities.

- Pupils write extensively in English and humanities. Their conceptual knowledge is stretched through the texts and topics studied, such as Shakespeare.
- Pupils express considered opinions in religious education and the life curriculum which enhance their personal, social, health and economic education. They hold balanced views that help their preparation as future citizens.
- Pupils use an electronic system for noting homework that is effective. Pupils have access on their smart phones and appreciate the convenience of this. Mathematics benefits from a different online system that pupils use regularly and well.
- Pupils in the Access Centre are provided with work that matches their needs academically. This is tracked efficiently and their academic progress is good as a result.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and assured and ask for assistance when teachers enable this to happen.
- Pupils have good experiences in physical activities within formal physical education and extra-curricular sporting activities. Pupils can challenge themselves through excursions such as the Ten Tors and the Duke of Edinburgh's Award trips, which are life-motivating events.
- There is a proficient team of well-trained staff who manage the emotional well-being of pupils with sensitivity. As a result, pupils want to come to school and are happy within a climate conducive for engagement in learning.
- Pupils do not think bullying is a problem in school. They know about the different forms of bullying and the way to behave to resolve bullying issues.
- Pupils learn well about online safety and the dangers of chat rooms and other social media sites. Pupils are aware of the risks of road and railways for their life experiences beyond school.
- Teachers are not yet providing sufficient opportunities and resources for pupils to become enquiring and inquisitive learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Some pupils' targets within education, health and care plans were not monitored systematically so their specific learning needs are not met effectively within the Access Centre.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and acutely aware of courtesy to others. Pupils spoke about the way teachers remind them regularly to be respectful and they appreciate this.
- Because of the heightened expectations implemented by the interim headteacher,

there is no evidence of disruptive behaviour or derogatory language in the school.

- There are several pupils who arrive mid-year for a range of reasons, such as permanent exclusions from other schools or being on the brink of them. The majority of these pupils settle swiftly into their new school life because of the established and effective behaviour routines.
- Leaders manage the few occasions of poor behaviour well and, consequently, fixed-term exclusions have reduced.
- Pupils value their school environment and understand the consequences of littering. The impact of good teaching of social and moral issues has improved pupils' attitudes to cleanliness, sustainability and ecologically sound principles.
- The effective work of the student support team has reduced persistent absence of pupils. It is below the national average now.
- Overall attendance is just below the national average still. Though work with families of the few non-attendees has made some improvements, there are still too many pupils not attending regularly. Disadvantaged pupils and those who have SEN and/or disabilities have the poorest attendance because, previously, their funding was not used well to combat this.

Outcomes for pupils

Requires improvement

- Too many pupils are underachieving. Pupils enter school with attainment in line with the national average but are not progressing well enough. Until very recently, pupils were not helped to catch up when they fell behind in their work. Any interventions happened in Year 11 when it was, too often, too late to make valid progress.
- The progress of pupils in English and mathematics in different groups and year groups is variable because data was not analysed effectively in the past. As a result, boys are achieving better in mathematics than girls and girls achieve better in English. The lack of analysis by leaders has allowed this imbalance to repeat itself in the end-of-key-stage-4 tests.
- The progress of disadvantaged pupils in English, mathematics and the majority of English Baccalaureate subjects is consistently well below that of other pupils nationally. Until recently, leaders have not evaluated the impact of funding on pupils' progress, so actions were not streamlined for maximum effect.
- Too many of the most able pupils, including disadvantaged pupils, are not making adequate progress because learning activities are not matched to their needs. As a result, they are not challenged sufficiently.
- Pupils' opportunities to read are variable. Some tutors encourage reading for leisure on a regular basis but this is not consistent. Equally, reading texts are not matched to pupils' abilities, so progress and proficiency is not maximised.
- Texts studied in English are challenging and age-appropriate. Pupils read them well and engage with the tasks set.
- Progress is stronger in science and humanities because of good leadership that evaluates pupils' progress well. From this, teachers map learning efficiently and adapt

schemes according to pupils' needs.

- The impartial careers advice and guidance given to pupils is stronger now. Pupils are choosing the right courses and sustaining their education, employment and training as a result. As yet, not enough providers for learners from 14 to 16 come into school when pupils pick their option choices for key stage 4.

16 to 19 study programmes

Good

- The school's sixth form is a partnership with two neighbouring schools. This is successful because leaders from the three schools have a constructive relationship where they discuss strengths and weaknesses openly. Leaders resolve any issues so that learners have the best teaching.
- Leaders have high expectations; they monitor progress well and ensure that any differences between groups diminish. Teachers check learners' folders regularly so pupils have well-ordered revision notes.
- In most subject areas, learners make strong progress because teaching, learning and assessment challenge them effectively. When learners fall behind in their work, staff provide individualised support and mentoring. If the course undertaken is no longer meeting a learner's needs, or the progression path for an individual has changed, then senior staff work effectively with independent careers advisers. Leaders consider support and/or alternative provision either within the sixth-form partnership or within another institution carefully.
- Learners respond well to teachers' feedback and teachers check this. This stops any recurrence of errors or misconceptions.
- Learners' programmes of study include careers advice, work experience, social and emotional support, as well as external guidance. These help learners have good skills for future employment.
- Learners in the sixth form receive good impartial careers guidance that provides them with advice about future pathways.
- Learners support younger pupils in the main school and are effective role models.
- Learners are safe and feel safe. They learn about the dangers of drugs, staying safe online, radicalisation, sexual exploitation, safeguarding and British values through a planned tutor programme.
- Attendance and punctuality are good. When learners do not attend, there are effective processes to ensure that there are no breaches or safeguarding issues.
- Retention is high, now, because leaders have tightened the entry requirements for learners so only those who have the right level of qualifications can study chosen subjects.
- Learners' progress in level 3 academic qualifications is above average or improving across most subjects. Achievement was significantly above the national average in 2017.
- There are no learners retaking level 2 qualifications in English and mathematics this year. Past results have been good and significantly above the national average.

School details

Unique reference number	109324
Local authority	South Gloucestershire
Inspection number	10042660

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

Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	740
Of which, number on roll in 16 to 19 study programmes	84
Appropriate authority	The governing body
Chair	Robert Owen
Interim Headteacher	Katherine Turner
Telephone number	01454 862900
Website	www.chippingsodbury-school.com
Email address	enquiries@chippingsodbury-school.com
Date of previous inspection	8–9 December 2015

Information about this school

- This is a smaller-than-average secondary school with a sixth-form partnership with Brimsham Green School and Yate Academy. The sixth form is called Cotswold Edge.
- The proportion of pupils supported by the pupil premium funding is below the national average.
- The proportion of pupils who have SEN and/or disabilities is above the national average and the proportion of pupils who have an education, health and care plan is also above the national average. The Access Centre at the school provides specialist support for pupils who have autistic spectrum disorder.

- Some pupils attend Pathways Learning Centre to support their behaviour needs.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress at key stage 4. The sixth-form outcomes are above the national threshold.

Information about this inspection

- At the time of the inspection, Year 10 pupils were on work experience, half the Year 7 pupils were on a residential trip and 33 pupils from Years 8 and 9 were on a trip to Paris. Year 12 were on a visit to Bristol University on the second day of the inspection.
- Inspectors visited lessons, jointly, with senior leaders.
- A wide sample of pupils' work was scrutinised.
- Inspectors talked with groups of pupils from key stages 3 and 5, as well as with pupils informally across the site.
- Meetings were held with the headteacher, senior and middle leaders, members of the governing body and representatives from the local authority.
- Documentary and other types of information was evaluated, including evidence relating to safeguarding, assessment and school evaluation.
- Inspectors took account of the 106 responses and 81 comments on the online Parent View survey, the 19 responses to the online pupil survey and the 54 responses to the staff online survey and hand-delivered messages from parents.

Inspection team

Kathy Maddocks, lead inspector	Her Majesty's Inspector
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Sarah McGinnis	Her Majesty's Inspector
Benjamin Houghton	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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