

Chessington Community College

Garrison Lane, Chessington, KT9 2JS

Inspection dates

6–7 November 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From their below-average starting points, students learn well and make good progress. Since the previous inspection, achievement has risen at a faster-than-average rate. The proportion of students gaining five or more GCSE grades at A* to C, including English and mathematics, is now above average.
- Good or better teaching focuses on what students need to do to improve. Teaching is informed by precise knowledge of individual learners so that lesson planning is based on aiding progress. The curriculum is strengthened by the high quality of spiritual, moral, social and cultural development.
- Students in the sixth form speak highly of the good teaching and guidance they receive, and of the way in which they are prepared for the future. Achievement in the sixth form is above average and improving.
- Students' good behaviour reflects the ambition of the college's community. They are proud of their school and of the improvements it has made. Safeguarding of students is outstanding. Parents and pupils express the view that the college is a safe and enjoyable place in which to learn.
- Leaders at all levels have had an ambitious and unstinting focus on improvement since the last inspection. Checks on the quality of teaching and the progress of different groups of students are rigorous and frequent. Governors have an improved understanding of performance and hold leaders to account. As a result, achievement and attitudes have improved rapidly.

It is not yet an outstanding school because

- Achievement in modern foreign languages and geography is below average. The gaps between the progress of those students for whom the college receives additional funding and all students nationally are not closing consistently or quickly enough, particularly in mathematics.
- Teaching does not always motivate students to apply themselves, match work to their needs or teach them to take responsibility for their own learning.
- The governing body lacks its full complement of parents members. The college's leaders do not sufficiently involve parents in helping the college to improve.

Information about this inspection

- Inspectors observed teaching in 24 lessons over the two-day inspection. A number of observations in lessons were carried out jointly with senior leaders. Two assemblies were also observed.
- Discussions were held with students from all year groups, including the sixth form. Inspectors also met with five governors, senior and middle leaders, a representative of the local authority and an independent school improvement partner commissioned by the local authority.
- Inspectors took account of 54 responses from the online questionnaire (Parent View) and responses from staff.
- Inspectors scrutinised pupils' books and a range of documents provided by the college, including its improvement plan, self-evaluation, safeguarding and recent achievement data.

Inspection team

Venetia Mayman, Lead inspector	Additional inspector
Julie Miriam	Additional inspector
Teresa Gillian	Additional inspector

Full report

Information about this school

- Chessington Community College is a non-selective secondary modern school in an area in which there are a number of selective schools.
- It is smaller than the average secondary school. Numbers have reduced slightly since the last inspection.
- The proportion of students from minority ethnic groups is slightly below average. The main group represented in the college is White British.
- The proportion of students who are disabled or with special educational needs is slightly below average.
- The proportion of students who speak English as an additional language is average.
- The proportion of students for whom the college receives the pupil premium (additional government funding to support students known to be entitled to free school meals and children who are looked after) is above average.
- A small number of students attend Malden Oaks Pupil Referral Unit and the Anstee Bridge project, alternative provisions managed by the local authority. A small number also study vocational subjects at Kingston College.
- The college meets the government's floor standards, which set the minimum expectation for attainment and progress.

What does the school need to do to improve further?

- Further improve the quality of teaching for all students in the college, so that it is as good as in English, particularly in modern foreign languages and geography, by:
 - ensuring that teachers build on students' positive attitudes to ensure that they all take responsibility for their learning
 - ensuring that every teacher plans for the needs of different groups in their class
 - making good use of the college's 'Restorative Approaches' to help students behave well in each and every lesson
 - securing more rapid and consistent progress for disadvantaged learners in mathematics by providing more effective numeracy activities across the curriculum, targeted more precisely at individuals.
- Strengthen leadership and management further so that:
 - students are actively involved in planning the college's strategic steps to becoming an outstanding college
 - the college secures the active involvement of parents in all aspects of its work, particularly governance.

Inspection judgements

The leadership and management are good

- The Principal is an inspirational and resilient leader. He and his senior team are passionately committed to improving achievement and laying the groundwork for students to make the most of their future opportunities. As a result of their diligence the college has a climate of aspiration. Achievement has improved significantly. Leadership of teaching is a particular strength. Accurate and effective checks on quality and a targeted programme of teacher development have improved teaching. Targets are ambitious and have proved accurate. There is good leadership capacity for the college to continue to improve.
- Strategic planning for the main college and sixth form is securely based on data from regular checks on pupil progress. Improvement plans are based on an accurate understanding of the college's strengths and weaknesses.
- The college receives support from other schools through the 'Spark' partnership of Kingston-upon-Thames and Richmond-on-Thames local authorities. Support from this programme, through a school improvement partner has been also been used effectively to help students improve their progress.
- Leaders ensure that performance management of teachers is rigorous and that this is reflected in pay progression. They employ innovative approaches to recruitment. The capacity of middle leaders has developed significantly.
- The curriculum meets statutory requirements, is broad and balanced and prepares students well for the future. They greatly enjoy the wide range of extra-curricular activities. Leaders effectively promote students' spiritual, moral, social and cultural development. Students' awareness of British values, along with that of other cultures worldwide, is well stimulated. They have a well-developed sense of right and wrong, good relations are promoted and equal opportunities ensured effectively. Discrimination of any kind is not tolerated. Leadership by students themselves is a good and improving aspect of the college's impressive values and attitudes.
- Careers information, advice and guidance are effective, as shown by the numbers in employment, education and training. Inspectors observed an assembly where an ex-student told Year 11 about apprenticeships and the importance of success in GCSEs.
- All aspects of safeguarding, including those related to the appointment of staff, are monitored rigorously. Checks on the attendance of all students are exceptionally thorough. The reorganised programme of personal, social and health education, assemblies and tutor times is helping students to build further on their positive attitudes and on their outstanding awareness of how to keep themselves safe. Checks on attendance are rigorous, including the attendance and behaviour of those students in alternative provision.
- The college's leaders have set sustained and accelerated improvement for disadvantaged students, particularly in mathematics, as a high priority. Strategies for ensuring that those students for whom the college receives additional funding improve their learning are proving successful. They have had a clear impact on improving their performance in English and have helped a number of learners in mathematics.
- Parents are kept well informed, but the college's leaders do not involve them enough in helping the school to improve.
- **The governance of the school:**
 - Governors have an improved strategic oversight of the college's work. They are energetic and dedicated, having benefited from additional training since the last inspection.
 - Governors, including the Chair of Governors, visit the college regularly and hold the Principal and his leadership team to account. They know how the college performs in comparison with other schools. They support the Principal in tackling any weaknesses in teaching and achievement, ensuring that good teaching is rewarded.
 - Governors understand the college's policies on safeguarding and receive regular reports.
 - Governors monitor the budget closely and have been active in discussing the current deficit with the local authority. They are aware of the economic challenges of small numbers in some sixth form classes and are taking appropriate action.
 - Governors closely monitor the progress of disadvantaged students, have a detailed knowledge of how the pupil premium is spent, and are aware of the need to accelerate improvement, particularly in mathematics, for these students.
 - Some governors are new to the governing body and their knowledge is not yet fully secure. The governing body lacks its full complement of parent governors. The involvement of parents in all aspects of college life is currently a high priority for the governing body.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of students is typically good. Standards of cooperation with teachers and each other demonstrate positive attitudes to college. The majority are absorbed in their learning and make good progress as a result.
- Attitudes around college and in lessons benefit from an excellent programme for reinforcing the college's values of mutual respect. For example, Year 11 students led an inspiring assembly where they discussed how young people can take responsibility for tackling homophobic attitudes in the wider world, as well as in their college. Students particularly value the college's attractive learning environment and treat it with respect.
- Exclusions have reduced significantly. Where exclusion does not prove effective, action is taken to re-engage students. Students speak positively of the developing strategy known as 'Restorative Approaches' and some request it to deal with problems.
- In the small proportion of lessons where planning does not sufficiently target their needs, students do not attack their learning with enthusiasm. This slows down the effectiveness of teaching and some students then fail to achieve as well as they could

Safety

- The college's work to keep students safe and secure is outstanding. Arrangements for the safeguarding of students, including checks on the recruitment of staff, are rigorous and monitored closely by senior leaders and governors.
- Attendance is above average and improving owing to highly effective systems for following up absence, including that of students educated off-site. Students arrive promptly at lessons. The attendance of vulnerable groups, including those for whom the college receives extra funding, disabled students and those with special educational needs, is a particular strength.
- Incidents of bullying of all types are rare. Students are confident that where they occur they are dealt with effectively, and parents agree.
- Students are highly informed about how to keep themselves safe from, for example, online bullying or grooming.

The quality of teaching is good

- Teaching is typically good. Teachers have high expectations. They have good subject knowledge and plan work that increasingly secures rapid progress set against ambitious targets.
- Where learning is most effective, planning challenges students and meets the needs of the various groups, including the most able, disadvantaged students, disabled students and those with special educational needs. Questioning is precise and effective. Teaching assistants make a helpful contribution to the progress of those who need extra help.
- Teachers almost universally provide helpful verbal and written feedback. A high proportion of students respond by writing answers to marking, correcting errors or redrafting passages. This contributes to rapid progress. Year 10 and 11 students celebrate improvements in the teaching they have received over their time in the college. In particular they talked about the improvement they perceive in English and more recently in modern foreign languages and mathematics.
- Teaching of literacy, including reading, is a strength of the college, as shown by rapid and sustained improvements in English results. Sixth formers say that the climate for reading has improved so much that 'You hear kids on buses reading and discussing books.' Teaching of mathematics is improving but disadvantaged students arriving with below-average attainment have made less good progress.
- Homework is effective and any not completed is pursued quickly. Students willingly attend additional or personalised opportunities to improve their progress.
- In a small minority of lessons, teachers' planning does not make sufficient use of the good information available about students, and their needs are not sufficiently targeted. In these situations the students sometimes disengage and do not attack their learning with enthusiasm.

The achievement of pupils is good

- Students join the college with attainment that is significantly below average. By the time they leave the college their attainment overall is above average. The proportions of those gaining five or more GCSE Grades A* to C, including English and mathematics, have risen significantly and are above average.
- Improvement is progressing at a faster-than-average rate in a context where, nationally, attainment at this measure has fallen. This is because leaders and managers have been tireless in tackling weaker teaching, identifying pupils who underachieve, and in raising expectations.
- Attainment in English, mathematics and science is above average and improving. College leaders recognise that attainment in geography and modern foreign languages is below average, and are taking action to bring about improvement.
- The progress that students make is improving at a faster-than-average pace. Results in 2014 for those making expected or better progress in English compare favourably with the most recent national figures. Progress at the expected rate in mathematics is now average, and a higher-than-average proportion of students make faster progress. Those educated in alternative provision make at least average progress.
- Differences in attainment at the end of Year 11 in English for disadvantaged students narrowed to below average in 2013, to two thirds of a GCSE grade. This compares with all students nationally to less than a quarter of a grade. In 2014, results for English were similar. In 2013 the gap between disadvantaged students and others in mathematics closed to one GCSE grade, also below average, and there was half a grade's difference between them and all students nationally. In 2014 the GCSE mathematics results for the group fell significantly; however, this reflected weaker achievement at the end of primary school. The college's focused strategies for improving mathematics for this group have resulted in improved progress for the higher-attaining students in 2014, and for almost all the group in the current academic year.
- The progress of the most able students in English and mathematics is above average.
- Disabled students and those with special educational needs receive regular assessments and thoughtfully planned programmes, such as 'Accelerated Reader' and 'Toe-by-Toe'. Together with additional support provided by a specially qualified teaching assistant in mathematics, these students make above-average and improving progress.
- The college has a policy of not entering students early for examinations. This is under review to take account of the needs of a small number of individuals who might benefit from early entry.

The sixth form provision is good

- The sixth form is well led and managed. Strategic planning is based on what is best for the individual and the community. Students speak enthusiastically of the good teaching they receive, and one told inspectors, 'There has been a cultural change in the sixth form.' As a result, achievement in academic and vocational subjects has improved, is above average and aspirations are high; as one student said, 'They just want you to do the best you can.'
- The majority of those teachers judged by leaders to be good or outstanding teach in the sixth form, where attitudes to learning demonstrate the college's improvement.
- Progress is regularly checked and parents kept informed. Students receive helpful feedback and those who need it are provided with mentoring and additional support.
- The curriculum is broad and balanced and meets the criteria for the national programme of post-16 study. However, some classes are very small. Students are well informed about justice and equalities in the wider world and about how to keep themselves safe and healthy.
- There are good opportunities for work experience and visits to universities. Helpful individual careers guidance is readily available. All who left last year are in employment, education or training.
- Behaviour is good and improving. Students value their school and all it offers. They contribute to the supervision of younger students, who will often approach them for help. Many students support fundraising activities, such as in helping a school in Tanzania.

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

Unique reference number	102599
Local authority	Kingston-upon-Thames
Inspection number	448963

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

Type of school	Modern (non-selective)
School category	Community
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	576
Of which, number on roll in sixth form	50
Appropriate authority	The governing body
Chair	Brenda Brevitt
Principal	Rob Niedermaier-Reed
Date of previous school inspection	12–13 December 2012
Telephone number	020 8974 1156
Fax number	020 8974 2603
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