

NOTICE  
OF  
MEETING



# SCHOOL IMPROVEMENT FORUM

will meet on

**MONDAY, 1ST FEBRUARY, 2016**

**At 4.00 pm**

in the

**DESBOROUGH 2 & 3 - TOWN HALL,**

TO: MEMBERS OF THE SCHOOL IMPROVEMENT FORUM

Head Teacher Representatives: Phillip Bicknell (Chairman), Marion Mills and Edward Wilson

Karen Shepherd  
Democratic Services Manager  
Issued: 28 January 2016

Members of the Press and Public are welcome to attend Part I of this meeting. The agenda is available on the Council's web site at [www.rbwm.gov.uk](http://www.rbwm.gov.uk) or contact the Panel Administrator **Wendy Binmore** 01628 796251

**Fire Alarm** - In the event of the fire alarm sounding or other emergency, please leave the building quickly and calmly by the nearest exit, situated through the Mayor's Parlour (opposite the Chamber) and proceed down the back staircase. Do not stop to collect personal belongings. Congregate on the cobbled area, outside Hamptons Estate Agents and do not re-enter the building until told to do so by a member of staff.

**Recording of Meetings** – The Council allows the filming, recording and photography of public Council meetings. This may be undertaken by the Council itself, or any person attending the meeting. By entering the meeting room you are acknowledging that you may be audio or video recorded and that this recording will be available for public viewing on the RBWM website. If you have any questions regarding the council's policy, please speak to the Democratic Services or Legal representative at the meeting.

## AGENDA

### PART I

<u>ITEM</u>	<u>SUBJECT</u>	<u>PAGE NO</u>
1.	<u>APOLOGIES</u>  To receive any apologies for absence.	
2.	<u>DECLARATIONS OF INTEREST</u>  To receive any Declarations of Interest.	3 - 4
3.	<u>MINUTES</u>  To confirm the Part I Minutes of the previous meeting.	5 - 10
4.	<u>OFSTED INSPECTION OF CHURCHMEAD SECONDARY SCHOOL</u>  To receive and discuss the above report.	11 - 20
5.	<u>THE EDUCATION IMPROVEMENT LANDSCAPE</u>  To receive the above verbal report.	Verbal Report
6.	<u>ESTABLISHING THE FORWARD PLAN</u>  To discuss and establish the forward plan.	Verbal Report
	<u>URGENCY REASONS</u>  The Chairman agreed the above items as urgent because the meeting should go ahead as it is important to recognise the value of Ofsted feedback in a timely way so that we can both recognise good work and learn lessons quickly.	

## MEMBERS' GUIDANCE NOTE

### DECLARING INTERESTS IN MEETINGS

#### **DISCLOSABLE PECUNIARY INTERESTS (DPIs)**

DPIs include:

- Any employment, office, trade, profession or vocation carried on for profit or gain.
- Any payment or provision of any other financial benefit made in respect of any expenses occurred in carrying out member duties or election expenses.
- Any contract under which goods and services are to be provided/works to be executed which has not been fully discharged.
- Any beneficial interest in land within the area of the relevant authority.
- Any license to occupy land in the area of the relevant authority for a month or longer.
- Any tenancy where the landlord is the relevant authority, and the tenant is a body in which the relevant person has a beneficial interest.
- Any beneficial interest in securities of a body where
  - a) that body has a piece of business or land in the area of the relevant authority, and
  - b) either (i) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body **or** (ii) the total nominal value of the shares of any one class belonging to the relevant person exceeds one hundredth of the total issued share capital of that class.

#### **PREJUDICIAL INTERESTS**

This is an interest which a reasonable fair minded and informed member of the public would reasonably believe is so significant that it harms or impairs your ability to judge the public interest. That is, your decision making is influenced by your interest that you are not able to impartially consider only relevant issues.

#### **DECLARING INTERESTS**

If you have not disclosed your interest in the register, you **must make** the declaration of interest at the beginning of the meeting, or as soon as you are aware that you have a DPI or Prejudicial Interest. If you have already disclosed the interest in your Register of Interests you are still required to disclose this in the meeting if it relates to the matter being discussed. A member with a DPI or Prejudicial Interest **may make representations at the start of the item but must not take part in discussion or vote at a meeting.** The term 'discussion' has been taken to mean a discussion by the members of the committee or other body determining the issue. You should notify Democratic Services before the meeting of your intention to speak. In order to avoid any accusations of taking part in the discussion or vote, you must move to the public area, having made your representations.

If you have any queries then you should obtain advice from the Legal or Democratic Services Officer before participating in the meeting.

If the interest declared has not been entered on to your Register of Interests, you must notify the Monitoring Officer in writing within the next 28 days following the meeting.

This page is intentionally left blank

## SCHOOL IMPROVEMENT FORUM YORK HOUSE CONFERENCE ROOM AT 5PM

**21 September 2015**

Present: Councillors Bicknell (Chairman), Mills and E. Wilson.

Alison Alexander and David Scott.

Officers: Wendy Binmore.

### PART I

1/15 APOLOGIES FOR ABSENCE

None

2/15 DECLARATIONS OF INTEREST

**Cllr Bicknell** – Declared a personal interest in item four as he had one child at Clewer Green First School, one child at Trevelyan Middle School and his grandson also attended Clewer Green First School.

3/15 TERMS OF REFERENCE

David Scott, Head of Education, Strategy & Commissioning stated the Terms of Reference required revising as the forum had not met since 2007. Section 19.1 of the Constitution set out the purposes of the forum with Ofsted judgements being regularly reported to the public to consider how schools were supported and what support schools should be offered to help secure 100% of the Boroughs to be judged as good or outstanding.

The forum was to look at work carried out in Education Services; with the focus being the forum receiving updates on what was happening in schools to improve them. The Head of Education, Strategy & Commissioning had appointed a new Head of Schools and Education Support who would be key in the forum moving forward.

The Head of Education, Strategy & Commissioning stated a dashboard was published monthly on schools in the Borough to enable trends to be seen on performance. The education team monitored the dashboard to try and identify schools improving and to better identify those that were underperforming. So far, 13 schools had been identified correctly.

With the introduction of the new Education and Adoption Bill, focus on coasting schools would be looked at to see if more support was needed. With the new Common Assessment Framework, there was a single assessment for all school phases with the ethos to move to single assessment.

Cllr Wilson commented the forum should look at self-evaluation of schools and break them into themes; teaching of particular subjects, for example which could be broken down into key stages for analysis. The Chairman stated that made sense. They needed to work out a work programme and how often the forum should meet. He

wanted the forum to be proactive with head teachers coming together; it had to be a partnership. Head teachers knew what they needed and direction they wanted their schools to head in. He added that he knew there was a free school meals and attainment gap and he wanted all children to be worked towards their strengths. He did not know what the Borough did for gifted and talented children.

The Head of Education, Strategy & Commissioning stated there were Ofsted themes that looked at students who were more vulnerable and at risk of not doing so well. There was also an Ofsted theme to stretch gifted and talented children so that they do as well as non-free school meal children. Work groups involving schools were working with children who received free school meals; the Head of Education, Strategy & Commissioning suggested bringing a paper on that work to the School Improvement Forum.

The Chairman commented a paper was going to Cabinet on school expansion. Churchmead School was not in the paper for expansion as the school was not full; he had been to visit Churchmead School and was interested to see what the new head teacher had done to improve the school and how it had worked. He added attainment versus popularity was out of kilter and it was important to keep those schools in touch so they did not get left behind. Both Desborough College and Churchmead were doing well and the results were now looking good. Cllr Wilson suggested inviting the head teacher to attend the School Improvement Forum so they could share their experiences on how they turned their school around. Alison Alexander, Strategic Director of Children's Services confirmed she supported the idea that schools tell the Borough what was working well for them and was not working so well; that would enable a positive dialogue and they could share what they had done well and what they might need help with.

The Chairman stated he had spoken to the head teacher at Oakfield First School as the school had been rated as outstanding by Ofsted. The Chairman wanted to know what it was that made the school outstanding. Other head teachers might want to hear how an outstanding Ofsted was achieved. The Strategic Director of Children's Services stated she was picking up from schools the way they wanted to expand. The paper going to Cabinet was not saying the schools that were not listed for expansion were not good enough, but the council had to choose a number of them to expand. Most schools were on the right trajectory but only six could be selected as the Borough was not in a position to expand all schools. Many schools had good parts and the borough wanted to expand on that. The Head of Education, Strategy & Commissioning confirmed numbers for Desborough College had increased following a better Ofsted report. The Chairman said he had heard comments from Desborough College and Churchmead School worrying that because they were not in the top six, they were not doing well enough to expand. He wanted to make it clear that that was not the case.

The Chairman commented the terms of reference were quite open and it would be good to hear what head teachers would do. He added when Ofsted results came in, he wrote to schools along with the Strategic Director of Children's Services to congratulate schools when they had done well. The Chairman felt it would be a good thing to also write to them from the School Improvement Forum. Councillor Mills stated that was a good idea not to just invite the head teachers from the top six schools, but to also invite head teachers from schools that may require improvement and ask them what they wanted. The Strategic Director of Children's Services suggested that a list of schools that had been assessed by Ofsted should be an agenda item and the forum could

choose a school that had moved up, a school that had recently expanded, a senior school and a primary school and invite them to the meeting to discuss their progress and how they had achieved their Ofsted results; that would show up themes and trends and could help decide the work programme for the following meeting. The Strategic Director of Children's Services then proposed an agenda item where the new Head of Schools with three teaching schools attended the Panel in January 2016 to discuss how they intend to work on school improvement. The forum could then look at members of teaching schools to be co-opted onto the panel. The Chairman also requested a Member of the Opposition be invited to join the forum. Councillor Wilson suggested the new Head of Schools should have their work programme reviewed at the School Improvement Forum. The Chairman agreed and confirmed it would also be reviewed at overview and scrutiny panel.

- ❖ **Action:** The forum administrator and the Democratic Services Manager to look at how to co-opt members from teaching schools and to amend the Terms of Reference accordingly.

#### 4/15 EDUCATION IN THE ROYAL BOROUGH

The Head of Education, Strategy & Commissioning gave a brief presentation on the education in the Royal Borough which included the following main points:

- 75% of schools in the borough were rated good or better at July 2015.
  - 78% for primary phase schools
  - 54% for secondary phase schools
- There had been a decline since July 2014 – 77%
- Fewer schools in the borough were rated good or better than the national figure of 81%, published in August 2014.
- 13 School Ofsted inspections during the academic year 2014-15:
  - 2 schools improved
  - 8 stayed the same
  - 3 were downgraded
- Needed to look at how to organise leadership for schools to improve.
- The Head of Education, Strategy & Commissioning's team were working with schools to develop a toolkit to assess pupils in a consistent and collaborative way.
- Looking forward:
  - 84% of schools were expected to be at good or better by July 2016
  - DfE identified five good schools at risk of 'coasting'
  - RBWM believe at least one of those schools were not at risk
  - RBWM had identified three good schools at risk of 'requires improvement' judgements.
  - Ofsted Dashboard RBWM – refreshed after each inspection was published.
- New Ofsted framework, September 2015:
  - Increased focus on the impact of leadership. Leaders recognised for accurately identifying weaknesses, having a firm grip on strategies to address them.
  - Focus on pupil progress: all learners – particularly the most disadvantaged – are expected to make strong progress from their different starting points. Inspectors give most weight to progress of pupils

- currently in the school rather than attainment and nationally published data.
- During a full inspection, graded judgements will be made on:
  - The effectiveness of leadership and management
  - Quality of teaching, learning and assessment.
  - Personal development, behaviour and welfare.
  - Outcomes for children and learners.
- There was some concern around the difference between the reporting of state maintained schools and academies. The Borough should be pushing for results and information as they are educating the Borough's children.
- Forthcoming cabinet reports:
  - Expansion of Secondary Sector Schools including satellite grammar and Post 16 options.
  - Annual consultation on schools admissions arrangements.
  - Standards and Quality in Education in RBWM Schools – a review of the academic year 2014/15.

The Head of Education, Strategy & Commissioning confirmed the borough had examples of multi-academy trusts at secondary and primary level. Windsor Girls and Windsor Boys were the only multi-academy trust at secondary school level. There were two MATs at primary level which had started as single academies but were now with multi-academy trusts. Desborough College was part of a sponsored academy with educational fellowship that had two primary centres in Northampton and Swindon.

The Head of Education, Strategy & Commissioning stated he had discussions the previous week to find out if Windsor schools were interested now that the Windsor Learning Partnership had been developed as a learning community with ambition to improve education for ages three to 18 years. The team were looking at how they can support their interests in widening their range of learning and also how they can support those wanting to become multi-academy trusts.

The Strategic Director of Children's Services confirmed she had meetings with three schools to see if they wanted to join an existing multi-academy trust which would have made five in a multi-academy trust. However, sometimes schools wanted to be in sole control of their destiny and if they were part of a multi-academy trust, they were unsure if they would still be in charge of their own destiny. The Borough was trying to get them to look above their head or structure and see where they wanted to be in the next ten years. People were watching to look at the here and now. The Strategic Director of Children's Services added she felt schools would benefit from being in groupings; when in a multi-academy trust, the trust has to take a percentage of the budget to run the trust, she was not happy about trusts trying to run a trust outside of the Borough but using the Borough's money to do that.

Councillor Mills commented the April meeting of the School Improvement Forum would be a good time to get the Windsor Girls and Windsor Boys Schools multi-academy trust to attend and discuss the pro's and con's of being part of a multi-academy trust. The Strategic Director of Children's Services confirmed the schools would be written to inviting them to attend.



The Chairman stated that as a council, it wanted all of the borough's children to achieve the best that they could. The council needed to supply the best education for all the children in all schools and that was the main aim.

5/15 FUTURE FORUM AGENDA/WORK PROGRAMME

THE Chairman confirmed that the work programme had been covered and discussed in full earlier on in the meeting.

55/14 MEETING

The meeting, which began at 5.00pm, ended at 6.19pm.

CHAIRMAN .....

DATE .....

This page is intentionally left blank

# Churchmead CofE (VA) School

Priory Way, Datchet, Slough SL3 9JQ

**Inspection dates** 1–2 December 2015

**Overall effectiveness** **Good**

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

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, ably supported by his senior team, provides good leadership. As a result, there have been significant improvements in all aspects of the work of the school since the previous inspection.
- Subject leaders concentrate closely and effectively on the quality of learning and teaching in their subjects. This drives improvements strongly.
- Teaching is securely good because there is a culture of continual improvement. Governors and leaders ensure that staff are held to account and that good training is provided.
- Teachers know their pupils well and plan lessons to meet their needs.
- Pupils achieve well in English and mathematics and in most other subject areas.
- Gaps in achievement between different groups of pupils currently in the school have either closed or are closing rapidly.
- Churchmead offers an exceptionally caring and compassionate community where pupils thrive. Their spiritual, moral, social and cultural development is at the heart of the curriculum and is a particular strength of the school.
- Pupils are rightly proud of their school and their attendance and behaviour are good. Many pupils become actively involved in bringing about improvements in the work of their school.

### It is not yet an outstanding school because

- Pupils in Key Stage 3 do not make the same rapid progress as those in Key Stage 4.
- Not all teaching offers pupils the very high levels of challenge found across most of the school.
- A few teachers do not yet mark pupils' work precisely enough in order to help pupils understand what they have to do to improve.
- Recently introduced systems to reduce the number of exclusions have not yet had a chance to have a sustained impact.

## Full report

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

- Accelerate pupils' progress further so that they make rapid and sustained progress by ensuring:
  - increased progress in Key Stage 3
  - that leaders and managers' tracking systems are as effective in Key Stage 3 as they are in Key Stage 4
  - that all marking is as precise as the best examples in the school and that teachers' feedback enables all pupils to improve their work
  - that all teachers consistently offer appropriately high levels of challenge in lessons.
- Reduce the rate of fixed-term exclusions further.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher is passionate about wanting the very best outcomes for all pupils in the school. His clear leadership has led to rapid improvements in all aspects of the school's work since the previous inspection. His drive for continual improvement is admired and shared by teachers and pupils. Consequently, pupils' progress, although not yet outstanding, has improved significantly since the previous inspection. Parents positively endorse the work of the school.
- Middle leaders trust and respect the governors, headteacher and senior leaders. They value greatly the challenge leaders bring to their work. Working together has ensured that teaching is now securely good, particularly in subjects such as English, history, geography and religious education.
- Senior leaders know teachers' individual strengths and areas for further development well because they monitor the quality of teaching closely. Leaders seek advice from the local authority and partners from other schools to verify the accuracy of leaders' and teachers' judgements.
- There is a wide range of opportunities for training and the development of teachers and teaching assistants, including provision to encourage innovation and explore new strategies to stimulate better learning by pupils. The staff surveys returned indicate the effect of this high-quality support is very high levels of staff morale, and satisfaction with the leadership of the school.
- The curriculum meets the needs of pupils particularly well and leaders ensure that the schools values of 'courage, compassion and commitment' are at the heart of learning and school life. Staff share a clear vision of how the well-taught curriculum, regular opportunities for learning outside of the school day, and the huge range of opportunities to undertake leadership roles underpin pupils' achievements. As a result, Churchmead's provision for the spiritual, moral, social and cultural development of all pupils is exceptional and personal development and welfare is outstanding.
- The headteacher has implemented systems which monitor the progress of all pupils in Key Stage 4 particularly well. Regular meetings with subject leaders analyse the current achievement of all pupils and target prompt extra help and support to ensure that no groups or individuals fall behind. As a result, all groups of pupils are making significantly improved progress.
- Leaders have recently introduced new methods of assessment in Key Stage 3 and so monitoring systems for Years 7 and 8 are less advanced than in Key Stage 4. Senior leaders are aware that more work is needed to refine this work to ensure that pupils make the same rapid progress in Key Stage 3 as they do in Key Stage 4.
- Leaders make sure that the Year 7 catch-up funding is used to very good effect to raise standards of literacy and numeracy for those pupils arriving at the school with lower than average attainment in English, mathematics or both subjects.
- Governors and leaders ensure effective use of the pupil premium funding. Published information does not show a significant reduction in the gap between the standard of achievement of this group and their classmates but disadvantaged pupils currently at the school are making more rapid progress. In Key Stage 4, the school's subject specific interventions, smaller class sizes, and involvement of motivational speakers have significantly closed the gap between this group and their peers.
- Leaders ensure that careers advice and guidance is well organised and effective and the library is well stocked with relevant information. Pupils in Key Stage 4 feel well informed about the range of opportunities open to them at age 16, including the variety of college courses, different institutions and the qualifications required to support their aspirations.
- The school works closely with a link advisors from the local authority and the diocese to provide suitable support for staff. Regular monitoring and review visits take place to affirm both the accuracy of leaders' self-evaluation and the quality of their improvement work. Good liaison and close working relationships with other schools have led to better teaching and leadership in a range of subjects.
- **The governance of the school**
  - The interim executive board (IEB) members have a wealth of skills and educational experience which enable them to support and challenge leaders at all levels. A comprehensive training programme has ensured that handover to the new governing body is planned in the very near future.
  - IEB members and shadow governors share the headteacher's aims and vision for the school and they manage the performance of the headteacher well. IEB members and shadow governors have the

capacity to offer increasingly robust and systematic challenge to specific aspects of the school's work that are not yet outstanding. IEB members ensure the fair and consistent application of policies and that only the best teaching is rewarded with pay increases.

- IEB members and shadow governors have successfully challenged leaders to raise the quality of teaching and learning and hold them to account for further improvements. Regular meetings and visits enable governors to evaluate aspects of the school such as: safeguarding, provision for pupils with special educational needs and the impact of the pupil premium funding. IEB members and governors scrutinise performance information, alongside externally produced analyses, in order to assess the success of the school against its own targets and national standards. As a result, they have a good understanding of the school's performance and its day-to-day work.
- The arrangements for safeguarding are effective. There is a strong culture of safeguarding in the school and IEB members monitor this aspect of the school's work closely. Leaders liaise well with external agencies if there are any safeguarding concerns about pupils. Good systems ensure regular and high-quality training for all staff and secure the well-being and safety of pupils.

### **Quality of teaching, learning and assessment is good**

- The quality of teaching has improved and is now typically good. Teachers know pupils' strengths and weaknesses well, and provide additional support and high levels of challenge both within and outside lessons. Good working relationships and close monitoring underpins better learning and improved outcomes for all groups of pupils. Pupils praised the quality of teaching, telling inspectors 'teachers really take care to plan our lessons well'.
- Teachers' subject knowledge is good and the majority convey enthusiasm for their subject. Subject leaders make sure that work of an appropriate level of demand and challenge is provided for different groups of pupils, and most teachers have appropriately high expectations of achievement for all pupils.
- Most teachers skilfully promote learning by using thought-provoking resources together with good questioning skills to ensure high levels of challenge and engagement. For example, in a Year 10 English lesson, pupils enthusiastically explored themes of retribution, revenge and relationships within a very demanding text. The teacher's probing questioning motivated and challenged all pupils and facilitated good progress in their work over time.
- Systems to track pupils' progress have improved since the previous inspection. Teachers regularly access detailed progress information about each pupil to inform their plans and teaching strategies. For example, teachers and teaching assistants work well together to support pupils with disabilities, those who have special educational needs or those with English as an additional language with their practical work. Consequently, all groups of pupils make the same good levels of progress.
- Teaching in English is consistently strong because the head of department is very clear about the approaches that are needed to ensure that all pupils achieve well. Sound systems are in place to support teachers' assessment of pupils' work and appropriate support is given for any pupils who lag behind. As a result, outcomes in English continue to improve rapidly.
- Teaching in mathematics is effective and supports good progress. In mathematics lessons pupils are very aware of their personal goals. Teachers model mathematical techniques well and provide advice enabling pupils to develop key skills. However, there is an underemphasis on the development of mathematical reasoning skills through problem solving.
- Teachers share responsibility for the development of literacy and communication skills, encouraging pupils to apply them well in most subject areas. Pupils' work demonstrates that they are challenged to write well across a range of subjects and the school's library is used well.
- Leaders are aware that there is still some variability in the quality of learning in Key Stage 3. In a small minority of science and mathematics lessons, time is spent methodically recording content, rather than building up a deep understanding of topics among pupils. In these areas, more challenge needs to be given to encourage pupils to apply subject-specific vocabulary and promote deeper thinking through writing longer and richer explanations.
- Most teachers regularly assess pupils' progress in line with the school's policy. In many lessons, pupils are given time to reflect on the feedback that they have received and use this to correct their work and contribute further ideas which improves their understanding. In some areas, teachers' marking lacks precision and so does not as effectively challenge pupils to build up a deeper understanding.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils recognise that the Churchmead values of 'courage, compassion and commitment' underpin all that the school does. Senior leaders effectively coordinate the curriculum, and the wide range of learning opportunities outside the classroom, to ensure that all teachers actively promote pupils' spiritual, moral, social and cultural development.
- Churchmead's motto is 'believe to achieve' and the school interprets its Christian ethos broadly to teach respect for all faiths, cultures and backgrounds and for those with no faith. Pupils told inspectors, 'we are a culturally diverse community and we have a lot of respect for each other, we are a very caring and accepting school.' This culture of celebrating diversity promotes equality and ensures that all pupils receive an excellent preparation for life in modern Britain.
- Pupils value the respect that they are shown and the many opportunities to get involved in the life of the school. They enthusiastically embrace, and recognise how they benefit from, taking on leadership roles within the school community such as: heads of house; membership of the school council; leaders of literacy; student wordsmith; student poet laureate and sports ambassadors.
- Tutor time is used well to reflect on current affairs and explore moral and ethical issues. The well-led house system promotes pupils' support of local and national charities as well as giving pupils opportunities to get involved in a wide range of competitions and events. As a result, pupils are self-confident, articulate and very well prepared for the next stages of their education, training or employment.
- Pupils are safe in the school and they feel safe. Leaders are clear that pupils' welfare is paramount and good systems are in place to offer help and support, sometimes involving external agencies when appropriate. Some older pupils take on the role of 'blue guardian angels' to mentor and support younger ones. Parents report that their children are well looked after and feel happy at the school.
- Attendance is good. This is due to a concerted approach by the school to showing the value of good attendance and responding to any persistent absence assertively. Disadvantaged pupils, disabled pupils and those with special educational needs have contributed disproportionately to absence levels in the past. This disparity has been addressed and there are no longer any significant differences in the attendance of different groups.

### Behaviour

- The behaviour of pupils is good.
- This is a happy, caring and purposeful school with a calm and business-like atmosphere. Pupils conduct themselves well around the site at all times. Nearly all pupils are confident, polite and respectful to staff, visitors and each other. They know the standards expected of them and take a pride in their uniform and their school. Parents recognise and value this.
- In nearly all lessons pupils show an enthusiasm for their learning and engage well in the tasks they are given. Punctuality is generally good and the pupils come well equipped and ready to learn.
- In a small minority of lessons, not all pupils receive the challenge they need to maintain their interest or keep them fully engaged in their work and so their concentration can wander or they can talk when they shouldn't.
- Incidents of poor behaviour are rare and those that do occur are dealt with swiftly. The school has adopted a zero tolerance policy to poor behaviour and consequently fixed-term exclusion rates have been high and remain so. Recently, leaders have rightly introduced a new system of 'personal support plans' to improve the behaviour of pupils who have been excluded in an attempt to reduce further exclusion. While records show improved behaviour, more work is still needed to ensure a reduction in exclusion rates over time.

## Outcomes for pupils are good

- GCSE results in 2015 improved overall and demonstrated that pupils made particularly strong progress in English but less progress in mathematics. The current achievement of Key Stage 4 pupils reflects better rates of progress and higher standards. Inspectors' scrutiny of current Year 11 progress information and

pupils' work indicate much improved levels of progress for all pupil groups in English and mathematics.

- Outcomes are consistently good in most subject areas. Teachers monitor pupils' learning well and provide a wide range of focused support and guidance for those who lag behind. This means that pupils achieve well in English, mathematics and across a range of other subjects.
- Pupils with English as an additional language achieve as well as, and frequently better than, other pupils in the school. This is because the support they receive is well matched to their needs and allows them to play a full part in lessons and in the life of the school. Similarly pupils from minority ethnic backgrounds achieve as well as their peers.
- The school has made impressive strides to improve the lack of progress over time for pupils who have disabilities or special educational needs. Better identification and support ensures improved progress for these pupils in all subject areas. New systems share relevant information with classroom teachers, helping them to improve their planning and exploit fully the availability of teaching assistants in class. Consequently, the achievement of these pupils has significantly improved, and they are making the same levels of progress as their peers in most subject areas.
- Over time disadvantaged pupils in Key Stage 4, although progressing well in English, have underachieved in mathematics, science and some other subjects. Published information shows that this group made less progress than other pupils nationally and within the school. This is no longer the case since disadvantaged pupils currently in Years 10 and 11 are making rapid progress in mathematics and science. There are no gaps between the progress made by disadvantaged pupils and their peers in geography or history in Key Stage 4 and gaps are beginning to close in Key Stage 3.
- Progress overall is good. However, the quality of teaching at Key Stage 3 has not yet ensured that younger pupils make the same rapid levels of progress as is shown by older pupils in Key Stage 4. In addition, monitoring systems are less effective and there are some gaps in the achievement of disadvantaged pupils in mathematics and science in Year 9.
- Previously the most-able pupils underperformed when compared to similar pupils nationally. This is no longer the case. Most teachers have higher expectations and so pupils from all starting points are making much-improved progress in English, mathematics and science.
- High-quality careers information and good links with local colleges ensure that pupils are confident and well placed for the next stage of their education, employment or training.
- A very small number of pupils attend alternative provision due to health considerations. Good links between these providers and the school are helping to ensure that the needs of these pupils are met and they make good progress towards appropriate qualifications.



## School details

<b>Unique reference number</b>	133580
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10002292

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

<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	412
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Buckeridge
<b>Headteacher</b>	Chris Tomes
<b>Telephone number</b>	01753 211330
<b>Website</b>	<a href="http://www.churchmead.org">www.churchmead.org</a>
<b>Email address</b>	<a href="mailto:office@churchmead.org">office@churchmead.org</a>
<b>Date of previous inspection</b>	10–11 December 2013

## Information about this school

- Churchmead Church of England (VA) School is much smaller than the average-sized secondary school.
- The interim executive board replaced the governing body following the school being placed in special measures at inspection in November 2012. Following the inspection in December 2013, the IEB continued to oversee governance and established a new shadow governing body.
- A comparatively high proportion of pupils join the school at times other than the beginning of Year 7.
- Just under one half of the pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding) is above the national average. Some pupils are eligible for the Year 7 catch-up premium.
- The proportion of disabled pupils or pupils who have special educational needs is higher than the national average. The proportion with a statement of special educational needs or educational health care plan is lower than average.
- Churchmead is designated as being an 11 to 18 school. Although the school does not currently have its own sixth form, it collaborates with East Berkshire College and hosts some of their courses on site. As pupils taking these courses are not registered on the roll of the school they are not included in this report.
- The school meets the current government floor standard, which sets the minimum expectations for attainment and progress.

## Information about this inspection

- Inspectors observed pupils in 22 lessons in order to contribute to their evaluation of the quality of teaching, learning and assessment. Five of these observations were conducted jointly with members of the school leadership team. Inspectors also observed three tutor periods and an assembly.
- Inspectors held meetings with the headteacher, members of the IEB and governing body, senior leaders, teachers and support staff, a representative of the local authority, a representative of the diocese and several groups of pupils.
- Inspectors scrutinised a range of school documentation including that relating to: policies; the minutes of governors' meetings; annual review and strategic planning documents; self-evaluation documents; pupil achievement; behaviour and attendance information and a wide range of pupil work.
- Inspectors considered the views expressed in 11 responses to Ofsted's online survey, Parent View, 32 questionnaires returned by school staff, and 42 responses to Ofsted's online survey of pupils.

## Inspection team

Matthew Newberry, lead inspector

Matthew Haynes

Jennifer Bray

Her Majesty's Inspector

Her Majesty's Inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2015



This page is intentionally left blank