



Chipping Norton School

Inspection Newsletter



Edition 3 (December 2016)



This is the third newsletter designed to keep you informed of our progress since the Ofsted inspection a year ago. Ofsted will undertake a number of monitoring inspection visits to identify when we can be judged “Good”.

The second such visit took place in the last fortnight and the feedback has been published. The Ofsted team recognised the significant improvements in the twenty school weeks since the last monitoring inspection and praised the very specific actions we have been taking. In particular they recognise that “leaders and managers are taking effective action towards the removal of special measures” and that our school action plan is providing a strong focus.

Early in 2017 we will join the River Learning Trust (Oxford based Multi Academy Trust) and will benefit from the additional support and resources available to the three secondary schools and three primary schools within the Trust. Ofsted also recognise the value of this forthcoming partnership.

Positive messages following the November 2016 monitoring inspection:

Leadership and Management

- Leaders are taking the right kind of actions to bring about sharp improvements
- Leaders have raised their expectations considerably and are communicating these successfully to all staff
- Leaders have rightly prioritised provision in English and disadvantaged student outcomes and attendance
- Leaders have an ambitious and practical vision of the features of high quality teaching and learning.
- Student progress is carefully tracked at each and every key stage, enabling teachers to intervene effectively and swiftly.
- Governors are well informed, have an accurate view of the strengths of the school and provide good levels of support and challenge.
- Parents remain overwhelmingly supportive of the school and have noted improvements in teaching and learning, especially in English.



Teaching and Learning

- Teachers are challenging students more purposefully, especially the more able.
- English teachers have high expectations of all learners and tailor work to make sure students reach the same high standards.
- Students receive good feedback about how they can improve their work and their understanding.



Sixth Form

There is clear evidence that the sixth form remains good. Teaching in the sixth form is good and teachers' subject knowledge is strong. Students know their target grades and are ambitious to achieve and exceed them. "Students recognise that teachers go the extra mile to support their learning"

Students

- Students achieved better GCSE results in 2016 than in 2015.
- Students made more progress across a range of subjects, including English and mathematics.
- The most able students made particularly strong progress, responding well to more challenging work.
- Boys are beginning to do better when compared with girls.
- In English teachers require students to work in more depth, using more challenging texts, and this has been noticed and appreciated by parents.
- Students are smartly dressed, take pride and behave well.

"I know he is being stretched more in English because there are higher expectations now"

Remaining priorities for improvement:

- Establish a quality of teaching which is consistently close to that of the very best.
- Develop the school action plan to embed the processes and systems to support improvements over the coming months.
- Insist that levels of challenge are high in all lessons and in all subjects.

- Improve the quality of feedback to students so that they all get the depth and range of help that they need to achieve better.
- Insist on students spending more time revisiting work and



- reflecting on feedback so that they can reach the ambitious targets for achievement.
- Insist on high quality presentation of work, especially with longer pieces of written work.
- Improve the attendance of key groups of students, especially the disadvantaged and those with very poor absence records.
- Secure the best quality GCSE outcomes for the current year 10 and year 11 students, especially boys and disadvantaged students.

What can you do to support the school?

We are going to continue focusing on the level of challenge in student work and the quality of the work produced. It would help if you could do three things consistently at home:

- 1. Check work and homework to ensure quality. “If it is not excellent, it is not finished” – push for excellence!**
- 2. Ensure that attendance is close to 100% as possible. One day a fortnight is the equivalent of dropping between one and two grades in GCSEs.**
- 3. Encourage frequent reading and careful writing. There is very strong evidence that these can add significantly to student achievement.**

We are determined to be judged good again. We are well on the way but still have practice we want to embed.

Please help us to ensure that our improvement work is valued. We value your confidence and trust at this key time for our school