

Inspection of a good school: Chilwell School

Queens Road, Beeston, Nottingham, Nottinghamshire NG9 5AL

Inspection dates: 30 and 31 January 2024

Outcome

Chilwell School continues to be a good school.

What is it like to attend this school?

This is a happy community school where pupils feel safe. The school is calm and orderly. Lessons are purposeful. The school rewards pupils for working hard and doing the right thing. Pupils value this recognition. Younger pupils said that they enjoy having their own space to socialise at break and lunchtime.

The school sets high expectations of pupils' academic and personal progress. Pupils have opportunities to use the knowledge they learn independently in most lessons. Reading is important at Chilwell School. The school prioritises provision for pupils who need to improve their reading.

In the sixth form, students get support to reach their potential and lead by example. They can choose from a growing range of post-16 courses and take part in an enrichment programme.

Through the school's Cygnus extra-curricular programme, discovery days and activities week, pupils can discover and develop their individual talents and interests. Manga, musical theatre, chess, girls' rugby, basketball and gardening all feature in the after-school Cygnus programme. One parent, typical of many, said, 'Pupils have a range of opportunities to become well rounded young people.'

What does the school do well and what does it need to do better?

The curriculum at this school is designed to ensure that pupils learn the knowledge and skills they need to be able to think independently and creatively about the subjects they study. The wider programme of personal development complements the academic curriculum with the aim of pupils learning to 'share, care, believe and achieve'. This means that pupils experience a broad and balanced curriculum that is effective in preparing them for their next steps in life.

In lessons, pupils learn the vocabulary and knowledge that enables them to think deeply.

This has most impact where pupils get tasked with applying knowledge or making links between concepts. Sometimes, lessons do not focus clearly enough on the precise vocabulary or knowledge that pupils need to learn in order to move on to the next stage. When this is the case, some pupils do not grow in competence or confidence. In sixth-form lessons, students consistently benefit from their teachers' subject expertise. Teachers receive clear guidance about the right strategies to support pupils with special educational needs and/or disabilities (SEND) in lessons. In most cases, this means that pupils with SEND successfully access learning in lessons.

Staff use assessment to identify aspects of the curriculum that pupils learn well and those which they find challenging. The school reviews and adjusts the curriculum accordingly. In lessons, staff usually make effective checks on pupils' understanding although this is not yet fully effective in every classroom. The school makes careful use of reading assessment to identify pupils who need to improve their reading. The school has ensured that staff are highly trained to teach phonics and reading fluency well. This provision is a strength of the school.

The school recently introduced a clear system to reward hard work and positive behaviour. Pupils and staff value this system. They agree that the behaviour system is clear and fair. The school challenges and supports pupils who disrupt learning. The nature of this expert support is based on each pupils' identified needs. In the inclusion centre, pupils get the help they need to improve their behaviour and learning. Most pupils attend well. The school provides sensitive and effective support to pupils who find it difficult to attend, for example in the ARNA (anxiety related non-attendance) provision.

Pupils follow a carefully planned programme of personal, social, health, citizenship and economic education (PSHCE) from Year 7 to Year 13. Pupils learn to keep themselves and others safe, including online. They learn what it is to have a healthy relationship. They are challenged to think about the world they live in and debate moral questions. Careers education is a strength, reflecting the school's ambition for pupils to confidently take their place in the world.

Staff are proud to work here. They said that their views are considered and they feel supported by the school. Governors know their duties well. They demonstrate this in their effective oversight of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not equally well implemented in all areas of the school. In some cases, lessons do not focus sharply enough on the knowledge or vocabulary that pupils need to learn before moving on to the next steps. In a small number of cases, pupils

do not get the support they need and develop gaps in their learning. The school should continue its work to ensure that teaching is consistently effective so that all pupils learn as well as they should in all areas of the curriculum.

Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	122854
Local authority	Nottinghamshire County Council
Inspection number	10298453
Type of school	Secondary Comprehensive
School category	Foundation
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1070
Of which, number on roll in the sixth form	117
Appropriate authority	The governing body
Chair of governing body	Andrew Palmer
Headteacher	David Phillips
Website	www.chilwellschool.co.uk
Date of previous inspection	9 May 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up his post in September 2018.
- The school uses the services of three registered alternative providers and two unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical educational qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of the school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher and other senior staff including the designated safeguarding lead and the special educational needs coordinator.
- Inspectors carried out deep dives in these subjects: art, English, mathematics and modern languages. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in other subjects and visited a sample of other lessons.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with pupils from a range of year groups, including pupils with SEND, to hear about their experiences at the school.
- Inspectors met with a range of teaching and non-teaching staff.
- Inspectors considered responses to pupil and staff surveys, as well as Ofsted Parent View.

Inspection team

Aoife Galletly, lead inspector

Ofsted Inspector

April Wright

Ofsted Inspector

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