

Churchill Community College

Churchill Street, Wallsend, Tyne and Wear NE28 7TN

Inspection dates

26–27 March 2019

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
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- Following a decline in pupils' outcomes in 2017 and 2018, leaders evaluated accurately the school's strengths and areas for improvement. As a result of their actions, teaching and outcomes of pupils are good.
- The headteacher is highly ambitious for all of his pupils and has created an ethos in which they are encouraged to reach their potential, in a nurturing and inclusive way.
- Governors make a strong contribution to the leadership of the school. They recognised the decline in the school's outcomes and provided effective support and challenge to the headteacher and his staff.
- Most pupils benefit from good teaching that enables them to learn effectively and be successful in their studies. As a result, most pupils in school are making good progress from their starting points across a range of subjects.
- Relationships between staff and pupils are very positive. Pupils are confident, polite and courteous to one another and to staff. Pupils behave well and show positive attitudes to learning.
- Outcomes of pupils in 2018, including the disadvantaged pupils, declined from where they were in 2016, particularly in science and modern foreign languages. Current pupils are making stronger progress again.
- Following weaker results since 2016, differences between the achievement of disadvantaged pupils and that of other pupils nationally are diminishing.
- The curriculum is broad and balanced and constantly evolving to meet the changing needs of pupils.
- Strong support for pupils with special educational needs and/or disabilities (SEND) helps them make good progress.
- Pupils' personal development, behaviour and welfare are strong. Pupils generally conduct themselves very well in lessons and around the school. Pupils benefit from very strong careers information, advice and guidance.
- Overall attendance improved last year and is in line with the national average. However, absence rates for girls and disadvantaged pupils remain above the national average.
- The Year 7 catch-up funding is not used as effectively as it could be to enable these pupils to catch up with their peers in English.
- As a result of effective leadership and good teaching, sixth-form provision and outcomes are good. Students on applied courses make strong progress from their starting points. However, the progress of students on academic courses is below the national average.

Full report

What does the school need to do to improve further?

- Continue to improve the outcomes of all pupils in the school, including the outcomes of students in the sixth form, by:
 - further improving the progress and attainment of all pupils, including disadvantaged pupils, at the end of Year 11, particularly in science and modern foreign languages
 - improving further the progress students on academic courses make at the end of Year 13.
- Further strengthen the quality of leadership to increase the impact of the Year 7 literacy and numeracy catch-up premium on pupils' progress in English.
- Continue to improve pupils' attendance and reduce persistent absence, particularly for girls and disadvantaged pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and his senior leaders have created a nurturing and inclusive culture in which pupils can thrive. In the 'Churchill way' of 'Ready, Respectful, Safe', the headteacher has created a strong community ethos in which positive, mutually respectful relationships prevail.
- Leaders are evaluative and self-reflecting. Following a decline in outcomes in 2017 and 2018 at key stage 4, they established a detailed understanding of the school's strengths and areas for development. They set high expectations of themselves, staff and pupils. Senior leaders have thorough systems for monitoring the progress of all pupils, linked effectively to their checks on the quality of teaching. As a result, most pupils make good progress.
- Following the disappointing outcomes in 2017 and 2018, governors commissioned an external review of the pupil premium to ensure that the additional funding is spent effectively. In addition, there was a review of leadership of this area, and the school appointed a new leader to oversee the pupil premium strategy. Leaders introduced a whole-school initiative to improve pupils' oracy and communication skills. As a result, most current pupils are making strong progress from their starting points.
- The leadership of teaching and learning is strong. Senior leaders have an accurate overview of the strengths and the remaining areas requiring further improvement in teaching across the school. There are very clear processes in place to monitor the quality of teaching. Newly qualified teachers speak highly of the support and guidance that they receive from their colleagues and leaders. They feel that professional development sessions have a positive impact on the quality of their teaching. As a result, the quality of teaching overall is good.
- Leaders ensure that additional funding, including pupil premium monies and funding to support pupils with SEND, is used well. They evaluate the effect of all aspects of the school's intervention programme to make sure that their actions are making a difference. As a result, differences in the outcomes of disadvantaged pupils compared to their peers are diminishing in most year groups. Effective support for pupils with SEND results in pupils supported by this funding generally making good progress during their time in the school.
- The headteacher and his staff are ambitious for all pupils to achieve well and gain qualifications that enable them to progress to further studies, training or employment. Supporting this ambition is a very effective careers information, advice and guidance programme for pupils from Year 7 to Year 13, led by an experienced school leader. Consequently, in 2018, the vast majority of pupils in Year 11 have been successful in progressing to further education, employment or training.
- Governors and senior leaders have developed a strong culture of accountability. Senior leaders work closely with middle leaders through frequent meetings. Consequently, middle leaders know the strengths and weaknesses of their departments well and take appropriate and effective actions to support individual pupils.

- Pupils have access to a broad and balanced curriculum that provides a wide educational experience. For example, pupils have access to a range of academic and vocational courses that are appropriate for their needs and abilities. The organisation of the curriculum is constantly reviewed. For example, leaders are currently reviewing the curriculum for key stage 3 to strengthen the way pupils acquire knowledge and understanding and have recently added photography and orienteering to the key stage 4 curriculum in response to pupils' request through 'pupil voice'.
- Pupils' spiritual, moral, social and cultural development is a high priority for leaders and is evident in the positive relationships that are prevalent throughout the school community. Throughout the year, pupils take part in a range of extra-curricular cultural trips. Leaders are responsive to community needs and adapt the school's personal, social, health and economic education to tackle issues such as sexting and racism. Leaders are keen to ensure that all pupils are prepared effectively for life in modern Britain and have respect for diversity in all forms.
- Information provided by the school and inspection evidence show that school leaders and governors use the Year 7 literacy and numeracy catch-up funding to provide a range of support strategies for the needs of individual pupils. However, leaders did not focus on the rate at which these pupils catch up with their peers. As a result, the progress eligible pupils make in English is not currently at a rate that will enable them to catch up with their peers.

Governance of the school

- Governors are passionate and committed to continuous whole-school improvement. They are focused in their collective vision that pupils are entitled to a high-quality education, within the inclusive ethos of Churchill Community College.
- The governing body is ably led by a very experienced chair of governors, who is also a national leader of governance, and includes highly skilled members with a wide range of knowledge and expertise. They recognised the decline in the school's outcomes and asked challenging questions of school leaders. Governors monitor the impact of leaders' actions closely.
- Governors make sure that they are well informed, and they regularly receive appropriate information from school leaders. Governors frequently monitor and scrutinise all aspects of school performance, including safeguarding records. Consequently, they know well the school's strengths and areas for further development.
- Governors scrutinise the use of additional funding and the difference this makes to pupils' outcomes. They recently commissioned an external review of how the pupil premium is spent to enable them to enhance further the work they do in supporting disadvantaged pupils. The use of the pupil premium is contributing to a diminishing of differences between the progress and attainment of disadvantaged pupils compared to those of their peers in the school and other pupils nationally.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding records are detailed, and leaders ensure that all appropriate checks are carried out on the suitability of staff who work with pupils. Safer recruitment procedures are followed appropriately.
- There is a strong safeguarding culture in the school. The headteacher and his safeguarding team ensure that all staff, including governors, receive appropriate and up-to-date training on child protection, including the dangers of child sexual exploitation and radicalisation. As a result, staff are knowledgeable about child protection procedures, the signs to look for and how to report concerns.
- Staff know the pupils very well and are vigilant for any signs of concern. Leaders have effective referral procedures in place and work closely with external agencies to support vulnerable pupils.
- Pupils report that they feel safe and know what to do to stay safe, including when online. Leaders are proactive in raising the awareness of pupils around current safeguarding issues such as sexting and child sexual exploitation. Leaders have a strong working partnership with the community police. Pupils say that bullying sometimes happens but, when it does, staff deal with it appropriately and quickly. Inspection evidence supports this view.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good. Teachers' strong subject knowledge, consistent planning and probing questioning identify any misconceptions and deepen pupils' knowledge and understanding effectively. As a result, pupils make good progress.
- Teachers communicate new learning with enthusiasm. They tailor the work set so that it challenges pupils with different starting points. Time in lessons is used productively. Leaders recently introduced the '5 a day' teaching and learning initiative where lessons start with short sessions in which pupils recall prior learning. As a result, most pupils secure their knowledge before they move on to new or related topics.
- Relationships between teachers and pupils are very positive and, as a result, pupils feel confident in asking questions in lessons. Most teachers manage behaviour in lessons well, and consequently most pupils routinely follow classroom rules.
- There are detailed systems in place for checking the quality of teaching and learning. Leaders use these systems effectively to identify strengths and areas for further development for each teacher. Professional development opportunities and training are tailored to the needs of individual staff. Senior and middle leaders know the strengths and weaknesses in teaching in each subject. For example, there is variation in the level of stretch and challenge provided by teachers across subjects for pupils of different abilities, including the most able pupils.
- Teaching assistants are effective in their support for pupils' learning, because teachers and teaching assistants regularly check on the progress of individual pupils. Teaching is

adapted to make sure that pupils with SEND make good progress from their starting points.

- Leaders and staff have high expectations of pupils and what they can achieve. Most pupils take pride in their work. Inspection evidence and scrutiny of pupils' work in their books indicate that not all staff reinforce these high expectations consistently across different subjects, for example in science and modern foreign languages. As a result, not all pupils reach the standards they are capable of. Also, the presentation in some pupils' work is of a lower standard. Leaders are currently revising the school's policy to address this issue.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff know their pupils very well and are willing to 'go above and beyond' in the level of care that they provide, particularly for those who are vulnerable or experiencing difficult circumstances.
- The school promotes strong values of respect and equality, which pupils understand well. Most pupils demonstrate these values consistently in school and show positive attitudes to their learning. They are respectful of others when offering opinions. In lessons, pupils contribute with enthusiasm and show a high level of independence.
- Most pupils wear their uniform well and show pride in being members of the school community. However, this is not consistent across the school, particularly with some girls. The standard of presentation in most pupils' books is good. However, there is variation across subjects.
- The taught programme of personal development improves pupils' confidence, self-esteem and resilience, and pupils engage well with it. The school works with a range of external organisations, including the community police, to raise pupils' awareness around issues such as the impact of racism on peoples' lives. Pupils respect the rights of others and their differences. As a result, the school is friendly and very inclusive.
- Pupils appreciate the impartial careers advice and guidance they receive. This is helping all pupils, especially in Year 11 and Year 13, to think carefully about possible career options and raising their aspirations. As a result, over time, the vast majority of pupils continue into further education, employment and training.
- Leaders are effective in considering carefully the welfare of the pupils who attend alternative provision. There is very good communication between school staff and the providers and frequent monitoring of pupils' progress. As a result, the pupils who attend alternative provision follow a personalised curriculum that is appropriate to their needs, with much improved progress, behaviour and attendance.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite, friendly and generally behave well around the school. During breaktime and lunchtime, pupils socialise in a mature and calm way and they interact well with each other and staff.
- Senior leaders have recently reviewed and reinforced the high expectations of behaviour, taking into account the views of staff, students, parents and carers. Although this has led to an increase in fixed-term exclusions, both pupils and staff report that behaviour has improved. Leaders' systematic approach to behaviour is reducing further the small number of incidents of poor behaviour in an effective way. Staff deal with any incidents quickly and efficiently. Pupils are clear about the consequences and sanctions associated with specific actions.
- Behaviour in lessons is typically good, with pupils demonstrating positive attitudes to their learning. There are very few incidents of bullying and, when it does occur, staff deal with it appropriately. Inspection evidence and the views of pupils and staff confirm this.
- Leaders strengthened the school's attendance team last year, and all staff worked hard to improve attendance and reduce persistent absence. Most pupils attend regularly, and the school's overall levels of attendance and persistent absence are broadly in line with national averages. However, the rates of absence of girls and disadvantaged pupils remain above the national averages. Similarly, the persistent absence of these groups is above average.
- Staff in the recently opened Churchill Learning Centre and the Churchill Inclusion Centre work effectively with the small number of pupils who demonstrate challenging behaviour. As a result, their behaviour and attendance improve quickly.

Outcomes for pupils

Good

- In 2016, overall progress at the end of key stage 4 at Churchill Community College was above the national average. However, in 2017 and 2018, pupils' progress declined to be in line with the national averages. In particular, in 2018, pupils made progress in line with the national average in English, mathematics and humanities.
- In 2018, however, pupils made significantly less progress than their peers nationally in science and modern foreign languages. The overall progress of disadvantaged pupils and middle-ability pupils was significantly below national averages.
- Inspection evidence, including scrutiny of pupils' work in books and observations of learning in lessons, indicates that the progress of pupils currently in the school is good across a range of subjects and years. Leaders' actions have ensured that pupils' progress in science and modern foreign languages is now improving strongly.
- Similarly, the progress of disadvantaged pupils is improving strongly across subjects and years, including in mathematics and science. Differences in outcomes between disadvantaged pupils and their peers are diminishing. Pupils with SEND are making good progress from their starting points.

- Destination information for pupils leaving Year 11 shows that they are being well prepared to move into further education, employment or training. Leaders ensure that all pupils receive high-quality careers education, advice and guidance.

16 to 19 study programmes

Good

- The school's sixth form provides an inclusive and aspirational education for its students. Leadership of the sixth form is effective, and students benefit from their post-16 experience. The sixth-form leader has high expectations and a very strong understanding of the strengths and weaknesses of this area.
- All students follow appropriate personalised study programmes that enable them to move on to higher education, training or full-time employment after leaving the sixth form. The curriculum enables students to take a combination of academic and vocational courses to suit their abilities and interests.
- In 2018, the progress students made on applied courses was in line with the national average. However, the progress students made on academic courses declined to below the national average. As a result of strong sixth-form leadership, teaching and outcomes have now been strengthened. Current school assessment information and inspection evidence show that students continue to make strong progress from their starting points on applied courses. The progress students make on academic courses, including Year 12 students on AS courses, is improving.
- Sixth-form teaching is good. Typically, the level of challenge is high for all students. Students respond well, demonstrating very positive attitudes to learning. They are polite and respectful to each other, attend regularly and behave well.
- Students who did not gain a good GCSE pass in English and mathematics in Year 11 receive additional support and teaching to help them to make good progress towards securing a good pass.
- Students are mature and articulate and have a strong work ethic. They speak very positively about their experiences in the sixth form. Students know where they are in relation to their target grades, and what they need to do to achieve them.
- Students value the support, advice and guidance that they receive when applying for university, further training or employment. The quality of careers guidance and advice provided to students, for example, is very strong. Aspirations are high. In 2018, 65% of Year 13 students secured places in universities, 23% joined apprenticeships and 12% entered full- or part-time employment.

School details

Unique reference number	108641
Local authority	North Tyneside
Inspection number	10059203

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
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	931
Of which, number on roll in 16 to 19 study programmes	61
Appropriate authority	The governing body
Chair	Tracey Booth
Headteacher	David Baldwin
Telephone number	0191 234 7200
Website	http://www.churchillcommunitycollege.org/
Email address	churchillcollege@northtyneside.gov.uk
Date of previous inspection	21–22 May 2014

Information about this school

- Churchill Community College is an average-sized 11–18 foundation school.
- Most students are White British with a small proportion who speak English as an additional language. The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils with SEND is above the national average. The proportion of pupils who have an education, health and care plan is broadly in line with the national average.

- The headteacher is a national leader in education and is also the executive headteacher of a neighbouring school, providing support for part of the week. The chair of the governing body is a national leader of governance.
- The school is a leading partner of the North Tyneside Learning Trust and the North Tyneside Education Improvement Partnership. Both groups of schools are chaired by the headteacher.
- The school is also a lead school in the North East Local Enterprise Partnership Careers Hub and hosts the Great North Maths Hub.
- The school holds various awards, including Quality in Careers Standard, Gold Sportsmark status and World Class School status.
- The school was awarded Teaching School status in 2015.
- The school uses 'PALS', an off-site alternative provision facility, for pupils in Years 10 and 11 who are at risk of exclusion. Currently, 17 of the school's pupils access this provision.

Information about this inspection

- Inspectors visited parts of 33 lessons, covering most curriculum areas and most teaching staff. Some of these visits took place with senior leaders. During visits to classrooms, inspectors looked in pupils' books and questioned pupils about their learning. Inspectors also visited form learning time and observed an assembly for Year 9 pupils.
- Discussions took place with the headteacher, head of school, assistant headteachers, other senior leaders, heads of curriculum areas and members of the wider body of staff, including newly qualified teachers.
- Discussions also took place with a school improvement partner from the local authority. Inspectors met with the chair and members of the governing body.
- Inspectors held discussions with pupils from all year groups, including students from the sixth form, about what it is like to be a young person at the school. Inspectors observed pupils' behaviour around the school, including between lessons, at breaktimes and at lunchtime.
- Inspectors took into account the 11 responses from parents to Ofsted's online survey Parent View.
- Inspectors examined records relating to behaviour, attendance and safeguarding.
- Inspectors also scrutinised documents, including school development plans, governing body minutes of meetings, school surveys of parents, external reviews, leaders' monitoring notes and information about pupils' achievement.

Inspection team

Dimitris Spiliotis, lead inspector	Her Majesty's Inspector
Melanie Kane	Ofsted Inspector
Garry Stout	Ofsted Inspector
Chris Smith	Her Majesty's 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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