

Inspection of a good school: Calthorpe Park School

Hitches Lane, Fleet, Hampshire GU51 5JA

Inspection dates:

6 and 7 December 2022

Outcome

Calthorpe Park School continues to be a good school.

What is it like to attend this school?

Leaders are ambitious for all pupils to achieve well and develop into well-rounded individuals. Pupils enjoy learning the challenging curriculum. They appreciate the help and support that they receive from their teachers and pastoral staff. There are many clubs and enrichment events on offer, for example the 'Dragons Den challenge' and Model United Nations. These provide good opportunities for pupils to broaden their knowledge and leadership skills. Senior pupils contribute to leading many of these clubs and activities.

Most pupils conduct themselves well. Relationships among pupils and staff are generally positive and respectful. Parts of the school, like the dining areas, can get very busy but pupils are generally understanding and cooperative. They understand the school's approaches to managing behaviour and say that these work most of the time. The behaviour seen in lessons during the inspection was usually impeccable. However, pupils say that their learning is sometimes interrupted by a minority of pupils.

Pupils are safe and trust staff to help them if they are worried about anything. Some bullying does happen, but it is usually sorted out by the pastoral team, supported by pupils who are 'anti-bullying ambassadors'. Pupils say that any discrimination would be 'called out' as it is not tolerated.

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

Pupils learn well across the curriculum and are well prepared for the next steps in their education. GCSE results have improved greatly since the last inspection. In most subjects, the curriculum is ambitious and well planned. English is a particular strength. Staff know their subjects well. They plan activities that build on what pupils have been taught before and check carefully that important knowledge has been remembered. Pupils take pride in their work, and many work studiously in class and on home learning projects. Staff receive helpful information and clear guidance on how to support pupils with special educational needs and disabilities (SEND). Most staff do this successfully. Leaders

carefully identify pupils who are struggling with reading. Extra support is helping these pupils to develop more secure reading skills.

The school provides a broad range of academic and vocational subjects. The key stage 4 curriculum begins in Year 9. Leaders make sure most aspects of the key stage 3 curriculum are taught in Years 7 and 8. Nonetheless, pupils do not study some subjects in as much depth as they could at key stage 3. For instance, in design technology, opportunities for pupils to develop their knowledge of design are limited.

The take up of subjects needed to achieve the English Baccalaureate has fallen in recent years. Lower proportions of pupils choose to continue studying modern foreign languages in key stage 4. In part, this has been due to difficulties the school has faced recruiting modern foreign languages teachers. Leaders have successfully resolved these issues, so that more pupils are now continuing to study modern foreign languages in key stage 4.

The wider curriculum supports pupils to be responsible and active citizens. The personal, social, health and economic education curriculum is well planned and relevant. It includes how to form healthy relationships, online safety and British values. The school does not shy away from tackling difficult issues. For example, pupils in key stage 4 recently attended a workshop on 'toxic masculinity'. A growing number of inclusive sports have been introduced to support pupils' physical and mental health. However, leaders do not analyse how much pupils take advantage of the wide range of extra-curricular activities on offer.

Leaders and governors are determined to maintain the school's values as the school grows in size. The senior leadership team and pastoral teams have been strengthened to manage this change. They keep the curriculum under close review and check that the new behaviour policy is being adopted consistently. Leaders are reflective about the challenges that the school faces. They have identified clear priorities to improve the school further. The vast majority of staff feel valued and well supported by leaders. They appreciate that their well-being is taken seriously.

Safeguarding

The arrangements for safeguarding are effective.

As part of the response to the COVID-19 pandemic and rising numbers of pupils on roll, leaders have strengthened the safeguarding team. Several staff have been appointed with specialist backgrounds in social services, the police and healthcare. The promotion of mental health is a high priority in the school. The safeguarding team works well with staff and external agencies to support pupils at risk. All staff are vigilant and know what to do if they have concerns about pupils or members of staff. Pupils have a good understanding of how to assess risk and keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The key stage 3 curriculum is not as well planned in a small number of foundation subjects as it is in others. This means pupils do not learn all key stage 3 subjects in as much depth as they should. Leaders should ensure that what pupils study in Years 7 to 9 is comparable in ambition to the scope of the national curriculum in all subjects.
- The number of pupils learning a modern foreign language is below national averages. This means that too few pupils gain the qualifications to achieve the English Baccalaureate. Leaders should continue their efforts to promote modern foreign languages to ensure that more pupils achieve the English Baccalaureate and benefit from the future opportunities that studying a language provides.
- Leaders do not analyse the participation rates of pupils in extra-curricular activities. Therefore, they are not able to tailor the activities that are offered and so encourage all pupils to take part, including disadvantaged pupils. Leaders need to ensure that all pupils have a fair chance of being involved in clubs and activities at school.

Background

When we have judged a school to be 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 May 2013.

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](#)' 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.

School details

Unique reference number	116436
Local authority	Hampshire
Inspection number	10226941
Type of school	Secondary Comprehensive
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1534
Appropriate authority	The governing body
Chair of governing body	Jonathan Phillips
Headteacher	Kevan John
Website	www.cps.hants.sch.uk
Date of previous inspection	28 March 2017, under section 8 of the Education Act 2005

Information about this school

- The number of pupils on the school roll has increased since the previous inspection and is projected to continue increasing in the future.
- The headteacher and several senior leaders have been appointed since the previous inspection.
- The school uses two registered alternative provisions.
- The school has achieved the UNCRC Rights Respecting Schools Silver Award.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with a range of leaders, including the headteacher and senior leaders. They also met with subject leaders, pastoral leaders, teaching and support staff.
- Inspectors carried out deep dives in these subjects: English, history, mathematics, modern foreign languages and music. For each deep dive, inspectors discussed curriculum design with subject leaders, carried out lesson visits, scrutinised pupils' work, spoke to teachers and spoke to pupils from the lessons visited about their learning. In addition, the inspectors spoke to leaders about the curriculum and visited lessons in some other subjects.
- Inspectors met with the special educational needs coordinator and visited some additional support sessions for SEND pupils.
- Inspectors evaluated the effectiveness of safeguarding. They reviewed the school's single central record and met with the designated safeguarding lead to discuss case studies of safeguarding referrals.
- The lead inspector met with representatives from the board of governors.
- Inspectors considered the views of members of staff who responded to Ofsted's online staff survey. The views of parents were taken into account from responses to the Ofsted Parent View survey and parents' free-text responses. Inspectors met with groups of pupils formally and informally to discuss their views of the school, and considered their responses to the Ofsted survey.

Inspection team

Mark Bagust, lead inspector	Ofsted Inspector
Charles Joseph	Ofsted Inspector
Adrian Percival	Ofsted Inspector

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