

Inspection of a school judged good for overall effectiveness before September 2024: Chiswick School

Burlington Lane, Chiswick, London W4 3UN

Inspection dates:

28 and 29 January 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Laura Ellener. This school is a single academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by a board of trustees, chaired by Rachel Jerrome.

What is it like to attend this school?

Pupils at Chiswick School benefit from an exceptional level of care and support for their education, well-being and wider personal development. This means they achieve well, are kept safe and are thoroughly prepared for their next steps. Students in the sixth form and older pupils recognise how much the school has improved during their time here. They trust their teachers and regard them as highly positive role models.

Pupils are expected to behave well and engage positively in their learning, which they do. In lessons, pupils read and write 'like experts'. Pupils listen carefully to their teachers and each other. They ask questions that demonstrate their curiosity and enjoyment in what they are learning. Pupils move around the school site safely and sensibly.

There is a wealth of opportunities for pupils to develop their interests, whether that be music, sports, drama, art, science or politics. The school's orchestra, steel band and choir regularly perform at prestigious venues and events. There is also a diverse array of extra-curricular activities for pupils, such as boxing, computing, drama and rowing. Visits to the theatre and museums, as well as overseas residentials, help enrich pupils' experiences. Pupils and students in the sixth form are extremely well supported to make informed decisions about their future.

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

Pupils and students in the sixth form achieve highly across a broad range of subjects which have been designed to fully reflect the ambition of the national curriculum. Pupils access a wide range of qualifications across key stage 4 and in the sixth form.

In each subject, the curriculum has been meticulously designed to ensure pupils build their knowledge incrementally from strong and well-embedded foundations. For example, in computing, pupils learn about how the different parts of a computer share information in Year 7. This helps them to understand information-sharing on a larger scale when they learn about networks and the internet in Year 8 and beyond.

Pupils with special educational needs and/or disabilities (SEND) are quickly identified and strategies to support them are clearly communicated with staff. This means teachers and support staff are highly effective in helping pupils with SEND to be successful in their learning. There is a sharp focus on helping all pupils gain the accuracy, fluency and confidence in reading they need to access the full curriculum.

Teachers are highly knowledgeable subject specialists. They use their expertise to enthuse and inspire pupils. Staff across different curriculum areas work together to share expertise. This helps to develop the wide range of skills used to teach the curriculum effectively. Teachers design tasks that effectively enable pupils to practise and apply new knowledge. Teachers use assessment well to check pupils have learned and understood the intended curriculum. They correct misconceptions in the moment and build in time to reinforce learning when needed. As a result, pupils develop a depth of knowledge and understanding in the different subjects they learn and are well-placed to tackle more complex ideas as they progress through the curriculum.

The school has extremely high expectations for pupils' behaviour and conduct. These are applied consistently, meaning routines are familiar and well-embedded. Pupils are proactive, positive and responsible learners, who feel they are treated fairly. Relationships with their peers and staff are warm and respectful both in lessons and at breaktimes.

The school prepares pupils to become responsible, respectful and active citizens. This is achieved through lessons, assemblies, tutor times, visiting speakers and special days. The school has a deliberate approach to helping pupils develop character virtues such as confidence and resilience. Pupils receive rewards when they demonstrate these qualities and contribute positively to school life. For example, students in the sixth form offer a 'give back hour' where they contribute to their school and local community. Pupils are taught an age-appropriate understanding of how to keep themselves physically and emotionally healthy and to recognise risks to their well-being. The curriculum is designed to help pupils understand important issues such as online safety, potential risks in the community, what constitutes healthy and respectful relationships and different family structures.

Leaders' actions have improved performance across all areas of the school's work since the previous inspection. This has led to strong outcomes in national examinations and

increased pupil numbers, particularly in the sixth form. Parents and carers are highly appreciative of the school's work. Staff feel cared for, recognised and well developed. They feel leaders are considerate of their well-being and take steps to make their workload manageable.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be good for overall effectiveness in January 2020.

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	137907
Local authority	Hounslow
Inspection number	10366928
Type of school	Secondary comprehensive
School category	Academy converter
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	1,594
Of which, number on roll in the sixth form	398
Appropriate authority	Board of trustees
Chair of trust	Rachel Jerrome
Headteacher	Laura Ellener
Website	www.chiswickschool.org
Dates of previous inspection	22 and 23 January 2020, under section 5 of the Education Act 2005

Information about this school

- The Chiswick School is a single academy trust, formed in March 2012.
- The number of pupils on roll, especially in the sixth form, has grown considerably since the last inspection.
- The school currently uses five registered alternative provisions.
- The school has an off-site internal alternative provision that is used for short term intervention with pupils to support attendance, behaviour and well-being.
- 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 education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time evaluation 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 school leaders and members of the governing body, including the chair, and spoke with a representative from the local authority.
- Inspectors visited a sample of lessons, met with some pupils and looked at samples of their work. They also observed breaktimes and observed the start of the school day.
- 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.
- The views of pupils, parents and staff were considered through both discussions and their responses to Ofsted's online surveys.

Inspection team

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