

# Chantry High School

## Inspection report

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<b>Unique Reference Number</b>	124841
<b>Local Authority</b>	Suffolk
<b>Inspection number</b>	359790
<b>Inspection dates</b>	1 and 7 December 2010
<b>Reporting inspector</b>	Derrick Baughan HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	822
Of which, number on roll in the sixth form	35
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Parsons
<b>Headteacher</b>	Andrew Fell
<b>Date of previous school inspection</b>	6 February 2008
<b>School address</b>	Mallard Way Ipswich IP2 9LR
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<b>Age group</b>	11-18
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. The inspection was interrupted because of school closure due to adverse weather. Inspectors visited 47 lessons and observed 41 teachers. Inspectors held meetings with students, staff, parents and carers, and governors; as well as representatives from the local authority. Inspectors observed the school's work, and looked at a wide range documents. They analysed 109 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Progress and attainment of students, particularly girls.
- Learning and standards attained in class
- Management of change in the sixth form.

## Information about the school

Chantry High School is about average in size though with a declining role. It is part of the area's South West Ipswich and South Suffolk (SWISS) partnership. The school has a relatively high proportion of students known to be eligible for free school meals. The proportion of students with special educational needs and/or disabilities is also higher than would be expected nationally. The school has a very small sixth form, only 35 Year 13 students, which is due to close. As a National Challenge school it has received additional support from the Local Authority. The school has specialist humanities college status

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Chantry is a satisfactory school. When students enter the school in Year 7, their attainment is well below the national average, with a declining trend. Standards on exit are low. However, the percentage of students gaining five GCSEs at A\* to C (including English and mathematics) has increased significantly. Other standards are increasing slightly but have not kept pace with improvements nationally. The increase in the five GCSEs measure reflect the improvements being made in progress rates in all subjects and particularly in English. This mirrors attainment and progress observed in lessons, with that in English being noticeably higher than other subjects. However, standards and progress in lessons are at least satisfactory and many students now make expected, or better, progress.

Staff and partner groups care well for the students and want them to succeed. The vast majority of students feel safe in school and parents agree. Staff know their school and local community well and work hard to integrate the school with the local community, to the enhancement of both. Leaders and managers have worked well to minimise the impact of the changes that the school has gone through since the previous inspection; particularly the drop in school numbers, the planned closure of the sixth form and losing 'building schools for the future' funding. The school has introduced a relational schooling policy, an ethos of tolerance, understanding and the building of strong caring relationships for both staff and pupils. This has contributed well to improved relationships and attendance.

The quality of teaching and learning is satisfactory. However, this broad judgement masks a significant variation in the quality of teaching and learning. Some teaching is outstanding and, in the better lessons, teachers work well with students to maintain their interest. However, in too many lessons students are not sufficiently attentive with insufficient variety to break up the long teaching periods and maintain students' interest and engagement. Students progress is also held back by their low levels of literacy and oracy. The humanities status is used well to help students develop, for example their citizenship knowledge.

Leaders and managers at all levels have been successful in identifying the key areas that need improvement, such as raising the attainment of those students eligible to receive free school meals. The school's self evaluation is accurate and, in most cases, matches that of inspectors. Targets are very challenging; however, in some cases they are overly ambitious. Determined effort has resulted in the school successfully turning round some of the declining achievement figures. However, there is still work

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to do so the school's capacity for sustained improvement is satisfactory.

## What does the school need to do to improve further?

- Raise standards, especially the percentage of students achieving five A\*-C (including English and mathematics) by:
  - clearly identifying those at risk of underachievement
  - ensuring that plans for improvement are carried out consistently in all areas.
- Improve the quality of teaching and learning by:
  - ensuring activities provide sufficient variation to maintain students' engagement
  - sharing the best practice seen in a few lessons across all curricular areas
  - focusing even more on learning in lesson observations.
- Help students to engage more fully in lessons by improving their literacy, numeracy and oracy skills.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Attainment at the end of Year 11 is low. Standards in key subjects are significantly below the national average and increasing slightly, although not as quickly as the national averages. However, attainment on entry is much lower than the national average. The school has successfully increased the percentage of students gaining 5 A\*-C, including English and mathematics, from 26% in 2009 to 37% in 2010. Other measures show that the school has made a swift and secure improvement. Standards in English have improved quickly but still remain below the national average.

Progress in all subjects has been improved and is now just above the national average. In English progress has improved and is significantly above the national average with the school being in the top 12% of all schools for this measure. Progress in mathematics has also been improved. The progress made by pupils with special educational needs and/or disabilities is satisfactory. Recent progress made by boys is slightly better than that of girls. However, the school has analysed this in detail and established good intervention strategies to deal with it.

Whilst historical data shows attainment lower than national averages, attainment and progress in lessons are satisfactory. Some examples of good attainment and progress were observed but students are not always sufficiently well involved in their lesson to make good progress and behaviour is too often passive. There are also insufficient

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opportunities in these lessons for students to engage in independent learning and to exercise initiative.

The relational school policy, coupled with the care, guidance and support students receive, has contributed to students feeling safe at school. They are confident that they are well cared for and enjoy their learning. Behaviour around the school is generally good, with no excessive or disruptive behaviour. However, the relational school policy is not yet fully embedded and a minority of staff and students believe that unacceptable behaviour is not always dealt with satisfactorily.

Students have a good understanding of healthy lifestyles. The canteen provides a very good range of healthy eating options, the benefits of which are well understood by students. Many students take an active part in the wide range of physical activities. Students speak highly of the additional opportunities to learn about, and understand, other aspects of healthy lifestyles.

Students' contribution to the school and wider community is good. The school council is effective and has contributed well to the school including decisions around uniform. Peer mentoring is well run and meets a range of students' needs. Mentors are well trained and understand their roles well. Students raise money for a number of charities, local national and international. Students are proud of their school and value their local community. They willingly participate in activities and take on responsibility. The rate of persistent absences has been significantly reduced and is now well below the national average; similarly, the rate of overall absences has been reduced.

Progression to sixth form or further education is high. However, students' oracy, as observed in lessons, is generally weak and under-developed, which affects their development of workplace skills. There are some opportunities for developing enterprise, for example, growing and selling produce, but this is limited to small numbers of students. Students take the opportunity to participate in cultural events within the community and activities to work with younger children in this and other schools. They have a strong sense of purpose and clear understanding of the school's vision.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teaching and learning are satisfactory. Lesson planning is improving. Teachers usually give clear explanations of what they expect students to learn. Behaviour during lessons is no better than satisfactory because on a small number of occasions learning is interrupted by inappropriate behaviour. Moreover, in a significant number of lessons students are passive and too reliant on their teachers. Sometimes students lose interest which tends to occur when time is not used effectively in the relatively long lessons; for example, when learning is not split into shorter periods which enable students to sustain their concentration. Even so, many students enjoy their learning, especially when it takes a practical form, for example in physical educational where some excellent teaching was observed. In some lessons, students are becoming increasingly independent, although the practice of setting personal learning goals in every lesson is not applied consistently.

Students' relatively low level of basic literacy skills is a barrier to the learning of many. Sometimes opportunities to develop and challenge by using questions are missed and some teachers are too ready to accept the first answer they receive. Whilst teachers assess students' progress accurately, targets are occasionally too ambitious. Students are becoming more involved in understanding their progress and are clear about their current and target grades. Marking is too inconsistent. In the best cases it is good with an analysis of what the students have done well, how well they met the learning objective and what was needed to improve the work; this is particularly true in English. However, in too many cases the work is just ticked and the comments are more general.

The curriculum is very well matched to the needs and abilities of the students and is regularly reviewed. Younger students benefit from a number of innovative enhancements, for example a series of lessons covering the concept of lifelong learning. The focus on citizenship is strong. This is also well embedded in the curriculum for older students. An extensive range of vocational options is available through the SWISS partnership. Lifelong learning is further developed for older students, as is learning for employment. The range of extra-curricular activities is wide and parents are positive about this. The school's partnership with a local independent school provides opportunities in mathematics for gifted and talented students.

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An extensive range of support mechanisms helps students and their families. The school works very closely with a wide range of external agencies, some of whom have a good presence at the school. Child protection procedures meet requirements and this area of the school's work has a high profile. Systems used to monitor attendance are robust with effective intervention strategies. These, coupled with good support work, have resulted in students' attendance improving. The relational school policy is still quite new and not yet fully embedded but there are some strong and supportive relationships clearly evident. Evaluation processes to gauge how well the various support mechanisms are working in terms of improved welfare and academic outcomes are not yet fully developed.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The focus on improvement is very strong and has been effective. Leaders and managers at all levels set clear targets for achievement. Targets are challenging, address specific subjects in detail and are monitored well. Middle managers are supported well by senior staff. All staff are very clear about their role in improving students' attainment and progress, and how that will be achieved. Recent changes to the management structure have further clarified roles and responsibilities. Staff are now more involved in school planning and development and are clear about improvement measures, their part in them and what remains to be done.

Observations of teaching and learning are regular and effective in identifying key strengths and areas for improvement. Whilst the school can sometimes be over generous in actual grades and focus a little too much on the process of teaching and not enough on learning. Evidence from observations is used well to help staff develop, particularly with the recent introduction of action research projects to help staff develop a detailed understanding of aspects of teaching. The governing body is supportive and generally holds the school to account for underperformance. However, the use of data by governors is not sufficiently rigorous. Members of the governing body have good links to individual curriculum areas to provide oversight.

Child protection staff are very experienced and the overall awareness of all staff concerning safeguarding is very good. Records are rigorously maintained. Parents report that the school deals very well with incidents of bullying. The monitoring of attendance of vulnerable students is particularly rigorous. The school is involved in

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many partnerships which promote learning and well-being. Those with health and well-being professionals are good and provide effective support for vulnerable students. The school also plays an active role in the local Safer Neighbourhood Partnership. Links with feeder primary schools and the local cluster of schools are strong and help to provide support for transition. A jointly appointed family worker is a valuable resource that enables families to access the support they need.

The school has a strong action plan, developed in close cooperation with stakeholders, to promote community cohesion. The school understands its context well and this is reflected well in its planned actions. The school is highly inclusive and has dramatically reduced exclusions, over four years, from previously unacceptably high levels. The school provides opportunities for students to take an active role in the local community, for example supporting litter campaigns with local police. Students from different backgrounds get on noticeably well with each other and the school is effective in tackling any discrimination.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Sixth form

Attainment on entry to the sixth form is below average. Students make satisfactory, and sometimes good, progress. Attainment has been improved and is now broadly satisfactory. Teaching and learning are satisfactory. Numbers of students in some lessons are very small. The curriculum is good. The school has worked well to provide students with a range of options despite the planned closure. Care, guidance and support are good. Students are very complimentary about the effectiveness of the range of options, and guidance about them, that the school has provided. They develop confidence and make a valuable contribution to the school's activities, including working as mentors, helping younger students develop both academically

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and socially. Students appreciate the overall support they are given and the positive way they are included in discussions about their future.

Leadership and management are good. Leaders and managers continue to set challenging targets for achievement. They have managed well the planned closure. At all stages, students have been fully involved in discussions about how to manage the run down. Indeed, it was the students' own decision to stay at Chantry for their final year, rather than go to the newly opened sixth form school. However, arrangements have been made for them to attend some lessons there and benefit from the resources.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	3
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	2

## Views of parents and carers

A large majority of parents and carers are happy with their child's experience at Chantry High School. They say their children enjoy school and that the school keeps them safe. Concerns were raised by parents about how well the school deals with unacceptable behaviour and how well the school takes account of parents' and carers' suggestions and concerns. The parent group spoken to were very positive about the school and looking forward to the new online way of communicating with the school. A very few parents were concerned about the lack of response to written complaints. The headteacher has agreed to review the way that the school deals with letters.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chantry High School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 109 completed questionnaires by the end of the on-site inspection. In total, there are 822 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	39	54	50	8	7	2	2
The school keeps my child safe	36	33	67	61	5	5	1	1
The school informs me about my child’s progress	39	36	61	56	5	5	4	4
My child is making enough progress at this school	37	34	63	58	7	6	1	1
The teaching is good at this school	25	23	72	66	8	7	2	2
The school helps me to support my child’s learning	25	23	66	61	11	10	2	2
The school helps my child to have a healthy lifestyle	26	24	61	56	14	13	4	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	20	72	66	4	4	1	1
The school meets my child’s particular needs	32	29	62	57	10	9	2	2
The school deals effectively with unacceptable behaviour	21	19	70	64	8	7	7	6
The school takes account of my suggestions and concerns	21	19	58	53	15	14	4	4
The school is led and managed effectively	27	25	64	59	8	7	4	4
Overall, I am happy with my child’s experience at this school	39	36	58	53	6	6	6	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 December 2010

Dear Students

### **Inspection of Chantry High School, Ipswich, IP2 9LR**

Thank you for the warm welcome that, despite the cold and disruptive weather, you gave to me and the rest of the inspection team when we visited your school recently. We were pleased to meet with you and discuss your education. We enjoyed looking at your work and watching you learn.

We were pleased to note the significant improvement in GCSE results in 2010. We also noted that you have made improvements in the rate at which you make progress. However, your examination results are still below the national average and that is why we judged the school to be satisfactory.

You get on well with each other and your behaviour around the school is good. The introduction of learning families and relational schooling is clearly having an impact on your views and helping you to do better, although some of this is fairly new and not all of you are clear how it works. Your headteacher and senior staff have managed well the changes that the school has gone through, for example, the planned closure of the sixth form. They have worked hard, with you, to make further improvements, such as in attendance.

In order for your school to do even better I have asked your headteacher and staff to do the following things:

- continue to improve achievement by focusing extra support where needed
- improve the quality of teaching by involving you more in lessons
- improving your language, literacy and numeracy skills to help you better express yourselves and contribute more in lessons.

You too can help with this by ensuring you get fully involved in all of your lessons and continue to attend well. I wish you well for the future.

Yours sincerely

Derrick Baughan  
Her Majesty's Inspector



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