

Chamberlayne College for the Arts

Inspection report

Unique Reference Number	116454
Local Authority	Southampton
Inspection number	357973
Inspection dates	19–20 May 2011
Reporting inspector	John Worgan

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	599
Appropriate authority	The governing body
Chair	Stephen Shaw
Headteacher	Chris Kelly
Date of previous school inspection	9 January 2008
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Introduction

This inspection was carried out by four additional inspectors. They observed 30 lessons taught by 29 teachers. Meetings were held with staff, pupils and governors. They observed the college's work and looked at strategic planning documents, pupil achievement and tracking data and college policies. Inspectors took account of the responses to the questionnaires completed by pupils and the 38 questionnaires received from parents and carers.

The inspection team reviewed many aspects of the college's work. It looked in detail at a number of key areas.

- The progress of students and the strength of evidence to show that improvements in results are likely to be sustained.
- The action the college has taken to improve progress in English and mathematics in both key stages and the impact of these actions.
- The ways in which the curriculum been modified to meet the needs of pupils and the impact has this had on outcomes.
- The extent to which care, guidance and support have improved achievement, especially for vulnerable pupils.

Information about the school

Chamberlayne is a small college for the performing arts serving a large estate on the south-eastern edge of Southampton. The college forms part of the Southampton Education Trust, involving local feeder schools, colleges of further education and other organisations. The proportion of pupils who are known to be eligible for free school meals is well above average. Over half the pupils have special educational needs and/or disabilities, which is also above average.

The number of pupils within different year groups varies considerably. The majority of pupils are of White British heritage with a very small minority coming from minority ethnic backgrounds. Very few pupils have English as an additional language.

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

Chamberlayne College for the Arts provides a satisfactory standard of education. The college is a welcoming and positive community where pupils are happy and safe and benefit from good care, guidance and support. In recent years senior leaders have made important changes that are helping to sustain the school's capacity for further improvement. Pupils, staff and parents speak highly of the head teacher who played a key role in these developments, which have included changes at governor and senior leadership level. Recognising that the most significant barrier to improvement was inconsistency and variation in many areas of the college's work, the headteacher and senior team have:

- raised expectations and held staff more firmly to account
- put in place more frequent and rigorous assessment and a better tracking system to monitor pupils' progress and raise achievement
- made good use of external support to develop more rigorous and robust systems for self-evaluation.

This work is having a positive impact, although there is still inconsistency in the effectiveness of leaders across the college and, as a result, variability in the quality of provision and outcomes. Senior leaders now evaluate the school's performance with rigour and accuracy and, as a result, the college has a secure overview of its strengths and weaknesses. This, combined with the improvements that are beginning to have an impact on provision and outcomes, means that the capacity for further improvement is satisfactory.

GCSE examination results overall have improved in the last three years, largely due to careful tracking and support for pupils. The proportion of pupils gaining 5 A* to C passes has shown a significant improvement. The proportion of pupils gaining five or more passes at grades A* to C including English and mathematics has fluctuated and remains below the national average. Staff have begun to focus on accelerating pupils' progress in English and mathematics across both key stages and this is beginning to have a positive effect on attainment. Although it is too early to see the full impact in terms of sustained improvement in the proportion of pupils gaining five or more passes at grades A* to C including English and mathematics, results from early entries this year indicate that their efforts will improve results.

The college has responded to pupils' needs by making significant changes to the curriculum. A broader range of subjects is now on offer and a much larger proportion of pupils follow BTEC or other vocational courses through the development of personalised curriculum pathways. The curriculum is now more appropriate and, as a result, pupils' aspirations, achievement and enjoyment are improving. Although the results of the

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school's early entry policy in English and mathematics are encouraging, the impact of all the changes is yet to be fully seen in examination results across all departments. While there is some good and outstanding teaching, the quality is not yet consistent in all subjects. In particular, activities are not always adapted enough to challenge pupils of all abilities, and the pace of lessons is sometimes too slow. Teachers are responsive to pupils' needs in helping them to improve in class but marking is inconsistent and does not always point out the steps which they need to take to progress to higher levels. About 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.

What does the school need to do to improve further?

- Improve consistency in the quality of teaching by:
 - sharing the good practice that exists across the college
 - ensuring that teaching is monitored rigorously, focusing on learning and progress
 - developing the effectiveness of the use of assessment.
- Increase the level of challenge for all pupils by:
 - ensuring that all lessons have pace and purpose
 - involving pupils more actively in lessons, as seen in the best lessons during the inspection.
- Improve consistency in middle management by:
 - monitoring marking
 - reviewing pupils' work to ensure that standards of literacy, numeracy and presentation are consistently high across the curriculum.

Outcomes for individuals and groups of pupils

3

Analysis of pupils' progress, supported by the broadly average levels of attainment seen in lessons and books, shows that all groups of pupils are making at least satisfactory progress. The college's latest data suggest that they are well placed to achieve their challenging targets by the end of this academic year.

Pupils with special educational needs and/or disabilities, who form a significant proportion of the pupils in the college, make similar progress to their peers because of the support they receive. The 'Victory' programme is making a significant contribution to improving the motivation and achievement of these pupils. Pupils generally enjoy learning. The greatest gains were observed in those lessons which actively involved pupils in their learning. These lessons are skilfully designed to challenge and interest every pupil, regardless of ability. There are no significant differences in the progress of gender or ethnic groups. Although standards of literacy, numeracy and presentation are high in some subjects, particularly technology, they are inconsistent across the curriculum.

Pupils feel safe in school. Their treatment of others is respectful and considerate in lessons and around the school. Pupils' behaviour overall is satisfactory and improving, especially in the lessons that engage and motivate them. A small minority of pupils who returned the questionnaires, or who spoke to inspectors, said that there are occasions when their

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learning in lessons can be disrupted by others, although this was not observed in lessons during the inspection. Pupils report that any incidents of bullying are dealt with effectively. Attendance has improved since the last inspection through a combination of rewards for good attendance and targeted intervention to support vulnerable pupils whose attendance is a concern.

The college has made a particular effort to help pupils succeed in the next phase of their education and in the transition to a working environment; consequently the proportion of pupils not in education, employment or training fell dramatically between 2006 and 2010.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

The college is rightly proud of its good care, guidance and support. Good partnerships with a range of outside agencies ensure that help is tailored to individual need. The trust arrangements, which link the college to its feeder primary schools, are particularly effective. All students, including those who are more vulnerable and those with special educational needs and/or disabilities, benefit from this approach which has had a positive impact on their achievement.

The college has developed a comprehensive and detailed system to set targets for students and to track their progress. The resulting information is used well to identify

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students who could achieve more and this has helped to raise expectations, but not all teachers make full use of this information when they plan their lessons.

Teachers have good subject knowledge and lessons are characterised by good relationships between staff and students. In the best lessons, teachers are enthusiastic and skilful in encouraging learning. These lessons have a clear purpose and an effective sequence of activities that develop the knowledge, understanding and skills of all students, regardless of ability. Students learn and progress most when they are actively involved in their learning. For example, in a mathematics lesson students were using three dimensional objects, mirrors and tracing paper to explore symmetry successfully. In a technology lesson mathematical skills were re-enforced by the measuring and planning process involved in designing and making a maze. Teaching assistants are well-trained and give effective support to less able students, encouraging them to develop independence in their learning.

Less effective lessons, where progress is at best satisfactory, have the following characteristics:

- learning activities that lack variety and interest and do not match the needs of all students so that not everyone is fully challenged
- questioning that rarely delves deep in order to check and develop students' understanding
- acceptance of poor standards of writing and presentation without correction or help to improve.

Many teachers use effective strategies in lessons for helping less able and less confident students to progress. Marking, however, does not provide sufficient guidance to pupils on how to improve their work. The college's specialism in the performing arts has a significant impact; not only are standards in these areas high, but extra-curricular activities in the arts are well-supported and there are significant positive benefits to pupils' motivation and enjoyment.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and her senior leadership team have been successful in creating a caring ethos in the college in which all students are valued and respected. They provide a clear direction for all and have galvanised the efforts of the college staff to seek further improvement. The effect of this been to improve results and to create a secure learning environment. Recent changes have strengthened the systems that support monitoring and

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accountability across the college. However, these changes are still at a relatively early stage and the effectiveness of leadership across the college is uneven.

Weaker teaching has been tackled well and is supported by an effective programme of training and coaching. Inspectors still found examples of ineffective teaching, however, and monitoring does not always focus sufficiently on pupils' learning and progress. In addition, leaders recognise that there is greater scope for best practice in teaching and learning to be shared across the college. The monitoring of standards of literacy numeracy and presentation is inconsistent, consequently standards of students work vary considerably between departments. External support has been utilised effectively to complement, challenge and refine the work of the senior team and the leaders of the key subjects of English, mathematics and science.

The governing body provides satisfactory support and challenge. Their confidence and expertise in evaluating the performance of the college in relation to national expectations, and in holding it to account, is growing.

The college's contribution to community cohesion is good. An audit of provision ensures that local, national and international aspects are addressed. The college has a number of established international links and engages well with the local community through its extended services provision. The school is inclusive and promotes equality; discrimination is rare and is tackled effectively when it occurs.

The college works closely with a wide range of partners, within the Southampton Education Trust and beyond. This has had a significant impact in securing improvements in the quality of the curriculum and the quality of care, guidance and support. Effective procedures are in place to ensure students' safety. All current safeguarding requirements are met and staff are fully aware of their responsibilities with regard to child protection. The school is a safe and welcoming environment and staff take care to ensure that students are aware of safety procedures and know how to keep themselves safe.

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These are the grades for leadership and management

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

Views of parents and carers

The large majority of parents and carers who returned the inspection questionnaire responded positively to every statement. Parents are particularly appreciative of the college's arrangements to keep their children safe and the extent to which their children enjoy school. A small minority of parents expressed concern about behaviour in some lessons. The inspection team judged that behaviour was at least satisfactory and that the school has effective provision and procedures in place to support improvements in behaviour. A few parents made comments which related to the variability in the quality of teaching. This accorded with both the college's own evaluation and the findings of the inspection team.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chamberlayne College for the Arts 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 599 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	18	27	71	2	5	2	5
The school keeps my child safe	9	24	25	66	2	5	2	5
My school informs me about my child's progress	11	29	22	58	3	8	2	11
My child is making enough progress at this school	8	21	17	45	6	16	4	8
The teaching is good at this school	6	16	26	68	2	5	3	3
The school helps me to support my child's learning	5	13	23	61	9	24	1	3
The school helps my child to have a healthy lifestyle	9	24	23	61	5	13	1	3
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)	5	13	25	66	3	8	2	5
The school meets my child's particular needs	7	18	20	53	7	18	4	11
The school deals effectively with unacceptable behaviour	5	13	22	58	6	16	4	11
The school takes account of my suggestions and concerns	6	16	15	39	8	21	3	8
The school is led and managed effectively	8	21	22	58	3	8	3	8
Overall, I am happy with my child's experience at this school	9	24	21	55	1	3	4	11

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



21 May 2011

Dear Pupils

Inspection of Chamberlayne College for the Arts, Southampton SO19 9PQ

Thank you for your help, and for talking with us and for completing the questionnaires during the recent inspection. We judged the college to be satisfactory and improving. It has a positive atmosphere and students are polite and friendly. Staff care for and support you well. You told us you feel safe and we were particularly impressed by the way in which the college helps to prepare you for life beyond school.

Achievement has improved in the last three years. The school's leaders have worked hard to help you succeed and are proud of the results that you have achieved, as I am sure you are. They would like to improve results still further in English and mathematics and will set challenging targets for you to help achieve this. The curriculum has developed and you are able to follow a much broader range of courses that meet your needs and interests. The college's leaders are also working to improve the quality of lessons so that you are always provided with challenging activities that enable you to progress as quickly as possible.

In order to improve further, we have asked the college to concentrate on three things in particular:

- Improve consistency in the quality of teaching by:
 - sharing the good practice that exists across the college
 - ensuring that teachers focus on helping you to learn and progress.
- Increase the challenge for all students by:
 - Ensuring that school leaders support teachers to:
 - improve assessment, including marking
 - help you to ensure that standards of literacy, numeracy and presentation are high in all subjects.
 - ensuring that all lessons have pace and purpose
 - involving you in activities which are practical and enjoyable, as seen in the best lessons during the inspection.

You can certainly help your teachers with some of these things. Best wishes for your future happiness and success.

Yours sincerely

John Worgan Lead Inspector

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