

Chamberlayne College for the Arts

Tickleford Drive, Southampton, Hampshire, SO19 9QP

Inspection dates 21–22 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher and headteacher provide outstanding leadership. They have established high standards and are determined to improve the school further.
- Students' achievement has improved considerably because students, teachers and parents now believe that high standards are possible. Standards remain below the national average, but students are making good progress from their starting points when they enter the school.
- Teaching is typically good and some is outstanding. It has improved since the previous inspection because school leaders have provided effective support and training to help teachers to develop their practice.
- Behaviour is good and students are polite and courteous. In most lessons, they are keen to do well and enjoy their learning.
- Governors are united in their determination to achieve the school's priorities for improvement.

It is not yet an outstanding school because

- Although teaching is good overall, not enough is outstanding and a small amount still requires improvement.
- Inconsistencies in marking mean that students are not always clear about how to improve their work or given the opportunity to act on the advice given.
- On occasions in lessons, students do not have sufficient opportunity to share their ideas, work on their own or to work things out for themselves.

Information about this inspection

- The inspection team observed 29 lessons, 12 of which were observed jointly with members of the senior leadership team. They also visited tutor time at the beginning of the first day.
- Meetings were held with students, a representative of the local authority, members of the governing body, and school staff, including senior and middle leaders.
- Inspectors took account of the school’s own parental surveys, the 18 responses to the online Parent View survey and the 64 responses to the staff questionnaire.
- Inspectors looked at key documents, including records relating to self-evaluation, the school’s plans for improvement, the minutes of meetings of the governing body, policies and procedures for safeguarding, and records of the impact of professional development on the school’s performance.
- Inspectors scrutinised examination results for 2012, the school’s own data on students’ progress, records relating to behaviour and attendance, and samples of students’ work.

Inspection team

Caroline Dearden, Lead inspector	Additional inspector
Terry Fish	Additional inspector
Jennifer Bray	Additional inspector
David Young	Additional inspector

Full report

Information about this school

- Chamberlayne College for the Arts is smaller than the average-sized secondary school. It federated with another local school, Bitterne Park, in September 2011. The executive headteacher oversees the work of both schools and the headteacher took up his appointment in January 2013.
- Most students are from White British backgrounds, and only a small number are from minority ethnic heritages.
- The proportion of students supported through school action is above average, as is the proportion supported through school action plus or with a statement of special educational needs.
- The proportion of students eligible for the pupil premium, which is additional government funding for students known to be eligible for free school meals, looked-after children and children of service families, is significantly higher than that found nationally. There are no children of service families currently in the school.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- About 15 students attend the Acorn Centre, which is a pupil referral unit funded and staffed by the school.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to raise achievement further by:
 - sharing the good practice within the school to ensure that all lessons include active tasks that engage and motivate all students
 - promoting students' independent learning more effectively through planning additional opportunities for them to work on their own and to share their ideas with others
 - consistently providing clear written feedback to students so that they understand what they need to do to improve their work, are able to respond to advice given and take responsibility for their own progress to reach or exceed their targets.

Inspection judgements

The achievement of pupils is good

- Students join the school with standards that are below the national average and make good progress as they move through the school. The proportion who attain five GCSE examination passes at grades A* to C, including English and mathematics, is below average but rising markedly.
- Detailed information provided by the school shows that students in all year groups, regardless of their ability or background, make good progress in most subjects, including English and mathematics. This was confirmed by evidence from lessons observed during the inspection.
- The school enters many students early for examinations, including GCSE mathematics. Great care is taken to make sure that this ensures students make at least good progress. For example, students completing subjects early either work in the Upgrade Centre or attend timetabled lessons with younger Key Stage 4 students to improve their grades in other subjects. With the support of adults other than teachers, some undertake additional or work-related qualifications.
- Students read well and there are opportunities for them to read widely during lessons. Those with weaker skills in reading are supported effectively, and they quickly gain the skills they need.
- The school monitors students' progress rigorously. Effective use is made of additional funding received through the pupil premium for those students identified as requiring extra support, particularly those who are known to be eligible for free school meals. The average points scores for these students in English and mathematics at the end of Key Stage 4 are improving rapidly. They are typically half a grade below their peers and one grade below all students nationally.
- Teachers and other adults provide good support to disabled students and those who have special educational needs. As a result, the progress of these students in each year group is in line with that of their peers.
- Well-considered resources have been introduced to make effective use of the Year 7 catch-up funding. Students identified as needing additional help are taught in small groups by specialist staff and are integrated in mainstream lessons as soon as they become confident learners. As a consequence, they make good progress.
- The needs of students attending the Acorn Centre are well known; their behaviour is managed effectively, they feel safe and make good progress. By the end of Year 11, they typically attain five good grades at GCSE or equivalent, including English and mathematics.
- Achievement is not yet outstanding because the proportion of students making better progress than that expected nationally is not yet high enough.

The quality of teaching is good

- Almost all of the teaching is consistently good, and some is outstanding. The school has made good use of support and training for teachers within the school and through work with the federated partner school.
- Most teachers use information about students to plan lessons which include opportunities for them to be actively involved in their learning and which meet the needs of all students. In the best lessons, opportunities for students to assess their own work and that of others are well established and they are able to analyse how to push themselves further. For example, in a Year 11 music lesson, students supported each other very effectively to make rapid improvements in their musical performances.
- Lessons typically move at good pace. Students frequently work in pairs or groups, contributing well to class discussions or responding intelligently to questions posed by their teachers or peers. However, where lessons lack sufficient pace, students are not provided with enough opportunities to take responsibility for their learning through working on their own or with others.

- Teachers have good subject knowledge. Most ask questions that stimulate students' thinking and then ask further questions to extend their understanding. However, where teaching is less effective, teachers either accept simple responses or are too quick to answer questions for students. This slows progress and makes students rely too heavily on the teacher.
- The quality and regularity of marking vary across the school. There is some excellent practice, for example in the humanities and in design and technology, where teachers explain how students can improve their work and then provide them with time to act on the advice given. However, some marking simply confirms what the students are able to do and fails to provide targets for improvement, particularly in mathematics.
- Students know their target levels and grades and are keen to do well. They recognise the considerable improvements in the quality of teaching since the last inspection. For example, as Year 11 students commented, 'It is nice to walk into class and feel that the teacher wants you to get the grade as much as you do.'
- Teaching in the Acorn Centre is at least good. Highly trained staff support students very well. They focus on learning and want students to make good progress.

The behaviour and safety of pupils are good

- Students have positive attitudes towards learning and are keen to achieve the best they possibly can. They take responsibility for their own behaviour and that of their peers and are not accepting of behaviour that detracts from learning.
- Good provision for students' spiritual, moral, social and cultural development through assemblies and across the curriculum encourages good behaviour around the school and in other school activities. The school's specialism as an Arts College makes a good contribution to pupils' personal development. Students are keen to help those less fortunate than themselves, for example, through involvement in charity fundraising. Discrimination of any kind is not tolerated and students are keen to celebrate difference.
- Students feel proud of the school and are keen to celebrate publically its recent improvements, for example, through music and drama performances for parents and the wider community.
- Students have a good understanding of the different forms of bullying and say that the school addresses any issues quickly and effectively. They believe that the new ethos of the school enables them to act as positive role models in supporting the very small minority who are victims of teasing.
- Attendance has improved since the last inspection and is now broadly average.
- Students feel extremely safe both in and around the school and when engaging in off-site or extra-curricular opportunities. Safeguarding and child protection are areas of strength for the school.
- Very effective use of the Acorn Centre has helped to reduce the number of exclusions and for the school to become fully inclusive. Students with significant behavioural difficulties are supported extremely well and, as a result, achieve well.
- Behaviour is not yet outstanding because a small minority of students are too easily distracted from their work when the pace of teaching slows or activities are not sufficiently well matched to their needs.

The leadership and management are good

- The executive headteacher has tackled the challenges the school faced with determination and success. She has ensured that staff, students, parents and governors understand the capabilities of the students and their potential to attain high standards.
- The headteacher is ably supported by the senior leadership team. Together, they have a clear vision for the continued improvements of the school, which is shared by all staff and students.

Self-evaluation is robust and plans for improvement accurately identify areas for development.

- Since federating with Bitterne Park, senior leaders have had to tackle some poor teaching and learning. This has been done successfully through carefully planned training and support for teachers. Those with particular skills and expertise coach others, and middle leadership has strengthened through the sharing of good practice across the two federated schools.
 - Leaders at all levels use information about students to monitor progress and identify where extra support for learning is required. As a result, attainment rose significantly from 2011 to 2012. Data provided by the school gives strong evidence of the likely continued trend of improvement.
 - All statutory safeguarding and child protection arrangements are in place and staff are trained regularly. Equality of opportunity is a key element of the school's work. It is reflected in the allocation of pupil premium and Year 7 catch-up funding, and the way in which students are re-integrated into the main school following periods of intensive support to improve their behaviour or to enable them to become confident learners.
 - The local authority provides good support and was instrumental in the federation of the school with Bitterne Park.
 - The school has worked well with parents to gain their confidence and support. Conversations with parents now focus on learning and progress rather than behaviour. This has been welcomed and has helped parents to understand that students are capable of attaining the highest grades. Students have high aspirations and many intend to become first-generation university graduates. For example, one Year 11 student commented, 'Not only will I be the first in my family to go to university, I'm the first to get a grade and the first to stay in school until sixteen.'
 - Leadership and management are not yet outstanding because not enough teaching is outstanding and a small amount requires further improvement so that all students make the same rapid progress as others.
 - **The governance of the school:**
 - Governors' enthusiasm and determination have contributed to the growing success of the school. The executive headteacher and headteacher are held to account and the governing body is aware of the improvements they have secured; governors have confidence in the ability of school leaders to secure sustained improvements. Through regular training, visits to the school, and the use of data and detailed reports on achievement, the quality of teaching and performance management issues, governors assess how well the school is doing, including comparison with other schools nationally. Governors evaluate the information provided by leaders in relation to recommendations for pay progression and are confident that procedures are now robust and transparent. Members of the governing body have the expert skills necessary to keep a sharp eye on the school's finances. The deficit has been reduced considerably in a very short space of time and is now negligible. Governors understand how funds such as the pupil premium and Year 7 catch-up money are spent. However, they are keen to engage in further training so that they are able confidently to evaluate the impact of this spending. Governors are diligent in ensuring that all safeguarding and child protection policies and practice meet requirements, and that staff and students work within a safe environment.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116454
Local authority	Southampton
Inspection number	405649

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

Type of school	Secondary
School category	Maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	550
Appropriate authority	The governing body
Chair	Maureen Tomlinson
Headteacher	Ewan Scott
Date of previous school inspection	19–20 May 2011
Telephone number	02380 447820
Fax number	02380 446847
Email address	info@chamberlayne.org

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