

Chace Community School

Churchbury Lane, Enfield, EN1 3HQ

Inspection dates 13–14 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students make good progress from their starting points and achieve well. Achievement in English is especially good, and it is also improving strongly in mathematics.
- School leaders at all levels are ambitious for their students and have been extremely successful in sharing this vision with all the staff. As a result, staff morale is very high and the school continues to improve strongly.
- The focus on improving the quality of teaching has had a positive impact on students' achievements. Teaching is nearly always good, with outstanding practice in some areas.
- Students behave very well around the school and in lessons. They feel very safe and are confident that the occasional case of bullying is dealt with effectively.
- There are effective systems to check students' progress and quickly identify potential underachievement.
- Excellent provision for spiritual, moral, social and cultural development promotes students' self-esteem and confidence successfully. This is reflected in students' good and improving achievement, and in their conduct.
- Attendance is good, and improved provision for students at risk of being barred from school means that there are now few exclusions.
- The sixth form is led and managed well. Courses meet students' needs effectively and standards are rising.
- The governing body plays a strong role in supporting the school and its staff. But it also holds school leaders to account for the quality of teaching and students' achievement.

It is not yet an outstanding school because

- Not all teachers give students clear written feedback about their work to help them understand what they need to do to improve.
- Sometimes, the same work is given to everyone in the class and this does not enable all students to move forward at a fast enough pace.
- Some teachers do not ask questions that stretch students' thinking enough. As a result, some students do not make sufficient progress.
- Not enough of the teaching is outstanding and some students do not make as much progress as they should.

Information about this inspection

- Inspectors observed 51 lessons taught by 51 teachers. Two were joint observations with members of the school leadership team. Inspectors also made a number of short visits to lessons and observed form time which included literacy sessions.
- Meetings were held with three groups of students, the headteacher, the deputy headteachers, school leaders, a representative of the local authority, and the Chair and two members of the Governing Body.
- Inspectors took account of 60 responses to the online questionnaire (Parent View) and one letter in planning the inspection.
- School documents were examined, including the school's own data on students' current progress, the school's self-evaluation, the governing body minutes and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of 89 responses to the staff questionnaire.

Inspection team

Brian Oppenheim, Lead inspector	Additional Inspector
Liz Bull	Additional Inspector
Babrul Matin	Additional Inspector
Sharon Wallin	Additional Inspector
Heather Ward	Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized secondary school.
- Around one in three students is eligible for pupil premium. This is above the national average. The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals, those looked after by the local authority, or the children of service families.
- A little over half of the students are of White British heritage, with others from a range of ethnic groups including those from Other White, Mixed, African and Caribbean backgrounds.
- The proportion of students supported through school action is above the national average. The proportion of students supported at school action plus or with a statement of special educational needs is also above the national average.
- About one in five Year 7 students is eligible for the Year 7 catch-up premium, which is provided by the government to support those students who have not previously reached the expected levels in English and mathematics.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- A small number of students follow courses provided by local colleges of further education.
- The school has recently had its Artsmark Gold hallmark renewed for another three years.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that all students make rapid and sustained progress by:
 - providing students with detailed written feedback about their work so that they understand what steps they need to take to improve it
 - setting work that is matched suitably to the different needs and abilities of all students
 - asking more open-ended questions that challenge students' thinking.

Inspection judgements

The achievement of pupils is good

- Students join the school in Year 7 with levels of attainment that are mostly below average for their age group. In 2012, GCSE standards, based on the proportion of students that gained at least five A* to C grades including English and mathematics, were below average. However, students, including those from Other White, Mixed, African and Caribbean backgrounds, are making good progress from their starting points. They achieve particularly well in English, where results in 2012 were above average. These are set to rise further this year.
- In mathematics, standards in 2012 were below average. Entering students for GCSE mathematics in November and January of Year 11 limited the achievement of some students, especially the most able. However, more students now take their mathematics GCSE examinations at the end of Year 11. This is leading to greatly improved achievement and results are set to rise. The same is true for science, and a wide range of other subjects, where students are on track to achieve well in this year's GCSE examinations.
- Not all groups of students in 2012 gained the highest grades. Girls outperformed boys significantly in English, and despite the rise in achievement this year, the gap between girls' and boys' achievement remains. In mathematics, boys and girls perform at almost exactly the same level.
- Students in the sixth form make good progress and the school's data show that examination results will rise this year. Students achieve well in a range of advanced level courses, enabling them to move to the next stage of their careers. The number of students who finish their courses has increased considerably over the past year.
- In English, the attainment of students supported by the pupil premium was below that of other students in the school by about two thirds of a GCSE grade, but broadly in line with all students nationally. In mathematics, the grades gained by these students were about three quarters of a GCSE grade lower than other students in the school and nearly one grade lower for all students nationally. However, the school is using the additional pupil premium money effectively to monitor the progress of students eligible for this funding, increase staff awareness to ensure learning is better matched to students' needs, and to create a learning base for vocational courses. In English, these students continue to make good progress, while in mathematics, progress has improved and now is also good.
- Disabled students and those with special educational needs make good or better progress from their starting points. This is because teachers and teaching assistants know their pupils well and manage their learning effectively.
- The school ensures that the small number of students who go to the local further education colleges follow courses that are matched to their needs. As a result, these students achieve well.
- Over the past few years, the school has pushed hard to improve students' literacy skills, to good effect, and continues to develop their enjoyment and love of reading. In form time across Years 7, 8 and 9, for example, there are some outstanding examples of teachers developing students' reading skills through the 'Community Reading' programme. This focus on literacy has paid off: students make very good progress in English and use a range of strategies to understand meaning and interpret the author's purpose

The quality of teaching is good

- Teachers have very good relationships with their students, and high expectations of their behaviour and personal development. This creates a positive climate in classrooms, where students are typically very well behaved and have excellent attitudes to their learning.
- In most cases, these high expectations extend to the work they set students, and teachers plan

a variety of activities that take account of prior learning. As a result, teaching stretches all students regardless of their ability so that they all make at least good progress. For example, in an outstanding Year 10 English lesson, the teacher supported individuals skilfully to challenge students' thinking and extend their language.

- When teaching is at its best, lessons are well structured and organised, ensuring that students are engaged and involved fully from the start. These lessons provide excellent opportunities for discussion. Teachers check students' understanding at key points during the lesson to ensure that everyone is learning and making the progress expected. For example, in an outstanding Year 7 mathematics lesson, skilled questioning by the teacher enabled him to adapt the lesson so that gaps in understanding could be filled.
- Occasionally, teachers set work that is too easy for some or does not enable all students to move forward at a fast enough pace. This is because they give the same work to everyone in the class. Sometimes, teachers do not ask students searching enough questions or give them enough detailed written feedback and guidance. This delays their understanding of what they are doing well and what would make their work even better.
- In the sixth form, teaching is characterised by well-planned lessons, teachers' good knowledge of their subject and effective questioning that extends students' learning. As a result, students develop their independence and the maturity to overcome problems for themselves. Students are very positive about their experiences in the sixth form and the rich opportunities they are given for learning.
- Students make good progress in English because there is a strong emphasis on developing their literacy skills. A structured programme across the school of staff training, including some teachers choosing literacy as their subject for a Masters qualification, has helped the improvement in the English GCSE results. A scheme to help students improve their reading by sounding out words has had a marked impact, and testing shows that, on average, reading ages in Year 10 have improved by seven months. The programme is currently being rolled out with Year 7. 'Google' the dog through the 'Bark and Read' scheme has been especially successful in motivating boys to read and write.
- Disabled students and those with special educational needs are catered for well. Specialist teachers and teaching assistants know the students well because they track them carefully from primary school into Year 7. As a result, these students make good progress from their starting points.

The behaviour and safety of pupils are outstanding

- Behaviour in classrooms and around the school is typically excellent. Students say they enjoy school and particularly appreciate the way all staff value them as individuals. Inspectors found an ethos that every student is valued by the school and encouraged to do as well as they can. As a result, students are highly motivated and extremely keen to do well.
- Students are courteous and very respectful of others. They take part willingly in the range of activities provided by the school and, for example, some 523, or about 40%, attended the wide range of after-school activities last term. Occasionally, the behaviour of a few pupils can be challenging, but the school manages them very well and has reduced exclusions significantly over recent years. Overall, parents and carers agree that behaviour is very good, and staff are also extremely positive.
- Students feel very safe at school. They say that bullying happens infrequently but that it is dealt with very effectively by staff who act promptly to resolve problems. Students are very knowledgeable about the different forms that bullying can take, including cyber- and prejudice-based bullying, and understand fully how to keep themselves safe.
- The school has been successful in improving students' attendance and punctuality to lessons. Attendance is now above the national average overall.
- The school provides a wide range of opportunities for students to take on responsibilities around

the school. Students act as 'ambassadors' for visiting Year 6 pupils and go on to mentor them when they join the school in Year 7, taking particular pride in their responsibilities.

The leadership and management are good

- The school is led with compassion and the determination to ensure that all students are successful and leave with the ability to take a full role in society. The headteacher, school leadership team and middle leaders are all resolute in their commitment to improving the life chances of their students through better teaching and high-quality care. This illustrates the school's strong capacity for further improvement.
- Systems to check students' progress and identify any underachievement are robust. As a result, the school is able to provide additional support where needed. This has led to more students, including those eligible for pupil premium funding, making good progress. Together with the good relationships between students from different backgrounds, this shows the school's success in promoting equality of opportunity.
- The school's programme of lesson observations, coupled with supportive but robust feedback and the 'Moving to Good' scheme, ensures that teaching continues to improve. The strength of the school's systems is the use of good-quality professional development to support the management of staff performance. The result is rigour in holding staff to account and a community in which everyone is valued. Staff are unanimous in their view that the support they get from their leaders is excellent.
- School leaders keep the range of subjects under review and have successfully refined the curriculum to ensure that it meets the needs and interests of all students, including those in the sixth form. Where subjects have not been performing well, they are adjusted or replaced with new courses. Alongside improvements in teaching, this explains the rise in achievement this year.
- Partnerships are a strength. This is one of the reasons why students are cared for so well and why many stay on into the sixth form. Students are very appreciative of the support they get from their teachers.
- The school provides many and varied opportunities for students to reflect on moral and social issues, learn about different cultures and traditions, and take part in creative activities. For example, all students study drama in Years 7 to 9 and art and design provision is excellent. This promotes students' confidence and self-esteem very effectively, illustrating the school's significant strength in promoting their spiritual, moral, social and cultural development.
- **The governance of the school:**
 - Governors know the school well. They visit the school regularly, receive informative reports from school leaders and carry out regular training. As a result, the governing body has a well-informed understanding of the school's strengths and weaknesses, the standards of achievement of students and how good the teaching is, and the main priorities for improvement. Governors have sufficient detailed information to challenge and support the school in equal measure and know how the pupil premium and Year 7 catch-up funding is used to raise standards. They increasingly hold the school to account for the way the pupil premium funding is used to improve students' achievements. Governors are involved in the management of performance and are working to link this to teachers' salaries. Safeguarding policies and procedures are robust so that requirements are met in full.

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	102049
Local authority	London Borough of Enfield
Inspection number	412841

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,297
Of which, number on roll in sixth form	245
Appropriate authority	The governing body
Chair	Revd. Martin Legg
Headteacher	Sue Warrington
Date of previous school inspection	17–18 March 2010
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