

# The Chalfonts Community College

Narcot Lane, Chalfont St Peter, Gerrards Cross, Buckinghamshire, SL9 8TP

## Inspection dates

20–21 November 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Given their starting points, students make good progress in English and outstanding progress in mathematics over time.
- Teaching is good. Relationships are strong, teachers have good subject knowledge and resources are well produced.
- Students' general behaviour is of a high standard. The students conduct themselves well during social times and relationships are strong.
- Students entitled to additional support from both the pupil premium and the Year 7 catch-up premium make good progress.
- The college provides a full range of opportunities for students' spiritual, moral social and cultural development. Social behaviour and relationships are particular strengths.
- Governors fully understand the college's strengths and areas for development. They provide effective challenge and support.
- The college's provision for reading is good. Literacy is a whole-college focus and specific students receive weekly support. Additional funding is being employed to enhance reading in Year 7.
- The progress of disabled students and those who have special educational needs is good. Progress is also good for students from minority ethnic groups and those who speak English as an additional language.
- The sixth form is outstanding. It is extremely well managed, enabling students, often with below average ability on entry, to make outstanding progress.

### It is not yet an outstanding school because

- Students' achievement in all subjects across the curriculum, such as English, is not outstanding.
- Students' understanding from marking of their current progress and how to improve their work is not consistent across the college.

## Information about this inspection

- Inspectors observed 48 lessons of which five were joint observations with senior staff. A learning walk was also conducted in the sixth form. They observed four registration sessions and four school clubs. The start and end of school and break and lunchtimes were also observed.
- Inspectors were unable to observe any assemblies as none were happening during the days of the inspection.
- Meetings took place with staff, students and representatives of the governing body including parent governors.
- Inspectors looked at the college's work documentation including attendance, safeguarding, child protection, risk assessments, achievement, and the quality of teaching, self-assessment, performance management and governing body minutes. They also scrutinised students' work in lessons.
- Inspectors analysed the 265 responses to the online questionnaire, Parent View, and 114 responses to the staff questionnaire.

## Inspection team

Michael Merva, Lead inspector	Additional Inspector
Jalil Shaikh	Additional Inspector
Mireille Drayton	Additional Inspector
Peter Barnes	Additional Inspector
Kevin Harrison	Additional Inspector

## Full report

### Information about this school

- The Chalfonts Community College converted to become an academy school in August 2011. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be outstanding.
- The college is a larger than average secondary school.
- Students are mainly White British. The proportion of students from minority ethnic groups or who speak English as an additional language is below average.
- The proportion of students entitled to support through the pupil premium is well below average. There have been no children looked after by the local authority in Year 11 examination groups since 2012.
- The proportion of disabled students and those with special educational needs supported through school action is below average.
- The proportion of students supported at school action plus or with a statement of special educational needs is above average.
- The college meets the government's current floor targets, which set the minimum expectations for students' attainment and progress.
- The college provides a wide range of lunchtime and after-school clubs. These include a variety of sporting activities, subject support, music, drama and beauty therapy.
- The college makes use of alternative provision at the Skills Centre in Chesham, The Wycombe Motor Project and East Berkshire College.

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

- Make sure that achievement in English is in line with the high standard achieved in mathematics by:
  - making sure that all students have suitable work in line with their abilities.
- Consistently apply the college marking policy to make sure all students are aware of their current progress and how to improve their work.

## Inspection judgements

### The achievement of pupils

is good

- In relation to their starting points, all pupils make good progress in English and higher progress in mathematics by the end of Year 11. Disabled students and those who have special educational needs also make good progress. Standards at the end of Year 9 and Year 11 have been above the national average while the school has been an academy.
- Achievement in the sixth form is outstanding. From below average attainment on entry, students consistently exceed expected progress at A level and in work-related subjects. This is the result of strong leadership and management, effective teaching, and a wide and appropriate range of subjects. The provision for beauty therapy is particularly effective.
- The college's provision for literacy is secure. Students are confident readers and have access to an appropriate range of books in the college library. Approaches to developing literacy are good. This includes a range of support including older students reading with the younger ones.
- Disabled students and those who have special educational needs make good progress. A rigorous screening and tracking system, clear arrangements for moving school and effective use of additional adults all contribute to their learning. The college's designated provision for supporting students with physical disabilities is particularly effective. Additional adults are also well used to support their learning.
- The Year 7 catch-up funding is well used to help students who arrive at the college below expected skills in English and mathematics. Their abilities in literacy and numeracy are carefully evaluated on arrival and a range of support is awarded. Tracking data indicate that more than half of the students involved in the programme make better than expected progress in English and mathematics.
- The college no longer enters any students early for examinations at GCSE.
- Students entitled to support from the pupil premium make good progress. Currently, they are no more than a quarter of an examination mark behind their peers in both English and mathematics. Funding is used well to provide additional support, such as one-to-one help and small-group work, to support learning.

### The quality of teaching

is good

- Teaching over time is consistently good, with a proportion which is outstanding. It is particularly strong in the sixth form. The college has improvement strategies, such as the 'good to outstanding programme', to increase the number of outstanding lessons.
- Students receive a range of support to improve their reading and literacy. They are confident readers when required and appreciate the help they receive. However, they are not fully aware of their targets and how to improve. Key words in the good or better lessons are well used to secure understanding of specialist vocabulary. In a Year 10 design and technology lesson on stages of manufacture, specific terms from the examination criteria were precisely explained enabling students of all abilities to acquire full awareness of their meaning.
- The high quality of relationships is a feature of good or better lessons. In a Year 10 English lesson on the use of spoken language, excellent relationships between the teacher and students secured full engagement and outstanding progress.
- In the stronger lessons, resources are effectively employed to support learning. In a Year 9 history lesson on the historical accuracy of film, a variety of well-selected film clips and illustrations were used to enable students to compare and evaluate different media approaches. This resulted in an energetic discussion and robust learning.
- Additional adults are well used in the college to support learning. For example, in an information and communication technology lesson, an additional adult carried out the teacher's plan effectively to support the learning needs of students, resulting in good progress being made.

- The quality of assessment and marking varies across the college. There are examples of strong practice, such as in a Year 11 beauty therapy lesson on skin care where learning portfolios were carefully marked providing thorough feedback and clear advice on how to improve. The personalised nature of the assessments allowed students to respond well to comments and consolidate their progress. However, marking of this quality is not consistent and the marking policy is not yet fully secure across the curriculum.

### **The behaviour and safety of pupils**

**are good**

- Students' general behaviour is of a high standard. Students are friendly and courteous and relationships are strong. They willingly support each other and work well together. A large proportion of parents and staff believe behaviour is good at the college.
- Students enjoy being at the college. They believe the college is 'welcoming' and that teachers are 'very caring'. Transition from primary school is well managed.
- Students feel very safe at school and the college's provision for student safety is a notable strength. Risk assessments are very carefully managed to make sure students are always safe. Students value the security of the site and the allocation of different social areas for different age groups. The use of external alternative provision is carefully monitored, including students being always accompanied by a member of staff. Parents overwhelmingly believe that their children are safe and well looked after at the college.
- Students are fully aware of what constitutes bullying and different forms, including the dangers posed by social media. Bullying is rare and students are well aware of what to do when it does happen and where to go for help. This includes the option of reporting bullying anonymously on the college website. The students are very confident that the college will deal with bullying quickly and effectively. A clear anti-bullying policy is in place which is shared with students. Attendance is broadly average and improving steadily over time. This is particularly noteworthy as students are bussed to the college from a variety of locations. Attendance in the sixth form is high. Exclusions are low, and improving.
- Behaviour is well managed by the college. The behaviour policy emphasises students taking responsibility for their behaviour and includes both rewards and sanctions. Rewards for good behaviour, such as the 'golden ticket' system, are popular. Good behaviour and attendance are publicly celebrated in the college.
- Students come to lessons ready to learn, but are sometimes not fully engaged in their learning when tasks do not provide a sufficient level of challenge.

### **The leadership and management**

**are good**

- The college is well led and managed. The Principal has a clear vision of achievement for all, which is shared by all levels of management. Subject and other leaders are fully involved in the leadership and management process and are able to undertake their responsibilities with clarity and purpose. They also welcome the support they receive from senior leaders. One described the leadership and management culture as 'open doors and open ears' mixed with mutual respect.
- Leadership and management of the sixth form are outstanding. Its leadership provides well-defined and determined direction to make sure all students achieve their full potential. It has also raised expectations, resulting in two students currently applying for Oxford and Cambridge universities. Sixth form students enthusiastically ratify its quality. One said the sixth form is 'the place to be'. Others say it provides 'independence with support' and 'success through learning'.
- The college has a clear view of its strengths and areas for development. It is fully aware of the need to raise achievement in certain areas and to improve further the quality of teaching. An example is the very ambitious targets in place to improve this. Examination data are very well analysed and shared well with all interested parties. This demonstrates the college's capacity to improve.

- Monitoring processes for the quality of teaching are secure. A range of activities, including formal observations, learning walks, teachers observing one another and work scrutinies, enable managers at all levels to accurately judge current quality.
- Robust processes for managing staff performance include a day completely devoted to setting targets for all staff. Common targets, involving both achievement and the quality of teaching, give this a high priority and relevance. Clear links to the lesson observation process and the requirements of the national Teachers' Standards are also well established. Performance management is thoroughly checked by the Principal, and reviewed by the governing body. Subject and other leaders welcome the opportunities for both reflection and dialogue.
- The curriculum is broad and balanced and meets statutory requirements. Based on what employers want, it has a very high GCSE content. But, in order to meet all needs, it also includes a range of work-related provision. The college makes good use of alternative provision, such as a local skills centre and college, to enhance what it can offer students.
- Opportunities to enhance the curriculum are varied. Students have the chance to develop leadership qualities and to engage in meaningful ways in college work including through independent learning.
- An extensive range of break and lunch time clubs allows students to take part in a range of sporting and musical activities as well as chess, games and curriculum support. International links are in place including curriculum linked visits to Paris and Switzerland. A well-attended careers fair for students took place during the inspection, permitting them to investigate the opportunities provided for further study by a range of local colleges.
- The college promotes students' spiritual, moral, social and cultural development very well. Social development is clearly evident in the high quality of relationships and students' ability to work well together. It is also seen in support given to younger students by older ones. Opportunities for spiritual reflection are provided in registration times and by learning in the religious education programme. Cultural understanding was enhanced in a Year 11 geography lesson which explored the differences of the impact of tourism on Blackpool and Jamaica.
- The college energetically works to engage parents, some of whom live a considerable distance away. The recent innovation to involve parents in online forums, such as consultation evenings, has provided an increased response. It also offers traditional meetings and events including a parental consultation day, presentations and option evenings. The parent teacher association is working to improve links with local businesses to support the careers development of students. The Principal's open door policy to parents and postcards sent home for excellent work by students are popular initiatives. A comprehensive careers guidance programme enables students to receive timely and appropriately independent advice about the opportunities open to them when they leave.
- There has been no involvement by the local authority in this new and effective academy.
- Safeguarding meets statutory requirements. Its processes are very well monitored by the college and the governing body, and the process has been well sustained overtime.
- The governance of the school:
  - Governors provide effective challenge and support to the college. They are well versed in the use of data, safeguarding, finance and health and safety. They carefully monitor and review the college's work and are well aware of its strengths and areas for development. Through their analysis of college data, they understand well current improvement initiatives and the quality of teaching. Governors have a very clear knowledge about the college's performance management process. As a result, they fully appreciate the link between performance and pay progression and what the school is doing to tackle underperformance. Governors are very clear about both the use of pupil premium and Year 7 catch-up funding and carefully monitor its impact. Their monitoring of safeguarding, finance, and risk assessments are particular strengths. Their system for reviewing and monitoring college policies is very comprehensive. Governors have undertaken a wide range of training opportunities to enable them to better perform their duties.

## 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

<b>Unique reference number</b>	137215
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	428939

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1730
<b>Of which, number on roll in sixth form</b>	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louise Patten
<b>Headteacher</b>	Sue Tanner
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01753 882032
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