

Chace Community School

Churchbury Lane, Enfield EN1 3HQ

Inspection dates

10–11 May 2016

Overall effectiveness

Requires improvement

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|----------------------------------------------|----------------------|
| Effectiveness of leadership and management | Requires improvement |
| Quality of teaching, learning and assessment | Requires improvement |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Requires improvement |
| 16 to 19 study programmes | Good |
| Overall effectiveness at previous inspection | Good |

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders' plans for school improvement have not secured consistently good teaching, learning and assessment. While a clearly planned programme of professional development is in place, the impact of this has not been felt across the whole school.
- Teachers do not use information about pupils' prior performance consistently in their planning. Pupils are not sufficiently stretched through questioning to make rapid progress, particularly boys and the most able.
- The use of feedback and follow-up to support learning is inconsistent across subjects. Pupils are not able to identify how to improve consistently because feedback is too often weak or non-existent.
- Teachers' expectations for what pupils can achieve are not always high enough. This means that pupils' work does always demonstrate rapid enough progress, and the standard of presentation can vary between subjects.
- Pupils' outcomes are not improving rapidly enough. While overall progress is expected to improve at GCSE this year, the progress of boys and the most able is weaker. More pupils are expected to gain five GCSEs at grades A* to C including English and mathematics in the summer, but this remains too low.
- Disadvantaged pupils make progress that is increasingly in line with their peers nationally. However, their progress in English and particularly mathematics is not improving rapidly enough.
- Attendance is improving overall. However, the attendance of disadvantaged pupils and pupils who have special educational needs or disability is not improving quickly enough. Exclusions have increased due to heightened expectations for behaviour this year.
- Students on 16 to 19 study programmes made weak progress last year. Current performance information indicates improvement due to prompt and effective action by leaders of the sixth form.

The school has the following strengths

- The school's inclusive community ethos provides pupils with opportunities to develop beyond their subjects.
- Pupils' welfare is well supported by robust systems, caring staff and strong links with external agencies. Pupils feel safe and happy here.
- 16 to 19 study programmes provide students with choice, support and opportunity as they embark on higher levels of study. The curriculum provides scope to students of all abilities to access appropriate courses on which they make improving progress.

Full report

What does the school need to do to improve further?

- Improve outcomes of pupils at GCSE, particularly boys and the most able, and disadvantaged pupils in mathematics.
- Improve the quality of teaching, learning and assessment so that it is at least consistently good, by ensuring that teachers:
 - apply consistently high standards and expectations for progress, planning tasks that closely match pupils' needs
 - use questioning effectively to extend and challenge pupils, accelerating their learning from their starting points
 - provide effective feedback in line with leaders' expectations and check that advice is followed up by pupils.

Inspection judgements

Effectiveness of leadership and management requires improvement

- The co-headteachers and their senior leadership team have coherent, thorough and focused plans for the school's development, rooted in high aspirations for their pupils. However, the impact of these plans is not felt across the school. There is variability in the quality of teaching, learning and assessment between and within subjects. Consequently, improvements in pupils' outcomes are not consistently strong.
- Leaders have implemented a programme of teacher development which focuses on individuals' needs and experience. Teachers' work is monitored and supported by this system, linked to school development planning and pupils' performance. However, the programme is not improving the quality of teaching rapidly or consistently across the school.
- Leaders have undertaken reviews of a number of key areas of the school's performance including the quality of pupils' work, the impact of additional government funding for disadvantaged pupils (the pupil premium) and a review of the curriculum throughout the school. Their evaluations have identified strengths and weaknesses that are now being addressed: for example, training for teachers that supports the school's assessment policy, and improving parent engagement. However, it is too soon to see the impact of these changes.
- Leaders' monitoring of the impact of pupil premium funding is not refined enough to allow for the overall gains made by this group to be felt consistently across subjects, particularly in mathematics. The attendance of disadvantaged pupils and pupils who have special educational needs or disability is not tracked closely enough to allow for rapid improvements in order to bring them in line with their peers.
- The school's assessment system is developing and is yet to demonstrate the impact that leaders are aiming for. The system adopts highly aspirational targets and age-related expectations to promote a drive towards improved standards. However, the variability in use of assessment information to inform teachers' planning and the analysis of information for groups is not allowing for rapid gains by all groups of pupils, particularly boys and the most able.
- Pupils' spiritual, moral, social and cultural development is well supported by the range of extra-curricular activities offered. Trips, including one for pupils joining the school in year 7, and a focus on topical events, such as the London mayoral elections, provide opportunities for pupils to collaborate and reflect. These skills are generally put to good use in most lessons. However, leaders have not grasped opportunities to celebrate pupils' work around the school, and this limits pupils' appreciation of talents and skills represented in the school.
- The curriculum is well planned and provides opportunities for pupils to experience a wide range of potential courses throughout the school. A recent review into the key stage 3 curriculum has taken account of national changes to GCSE courses and allowed subject leaders to plan a more challenging curriculum. A small number of pupils access off-site provision in order to follow programmes that best suit their needs and aspirations to good effect.
- Students on 16 to 19 study programmes are able to access a range of courses that suit their abilities and move them onto more challenging work. The range of options available in the sixth form is extended by the school's links with two local schools in Enfield that Chace students attend for specific courses. Lower-ability students and those interested in work-related courses can access courses suitable for them and make good progress.
- **The governance of the school**
 - Governors share leaders' high ambition for pupils' personal and academic development. They provide some challenge to leaders, including middle leaders, in order to explore the extent of improvements being made. However, governors do not scrutinise the performance of groups and subjects in sufficient detail to identify where weaknesses lie. The same is also true in their scrutiny of the attendance of groups. Governors recognise the need for, and value to be gained through, more carefully planned and focused visits to the school. Unfortunately, these plans have been delayed and are yet to have an impact.
 - Governors support leaders to address emerging priorities, for example by monitoring funding so that additional provision for a school counsellor was made available to support pupils' mental health and well-being. Governors closely monitor the school's arrangements for safeguarding and have received appropriate training.

- The school's arrangements for safeguarding are effective. Staff receive the correct training which allows them to perform their roles effectively and with care. Staff understand the signs of neglect and act swiftly to support pupils where instances occur. Training received on how to identify the signs of extremism have supported leaders and staff in meeting the 'Prevent' duty. An understanding of local issues, visits by the police and specific support for vulnerable pupils through extensive work with external agencies mean that pupils are safe. This view is shared by parents, staff and pupils themselves. Leaders' plans for the roll-out of wifi across the school, which was closely linked to e-safety training and awareness raising for pupils, demonstrates the school's rounded approach to implementing new ideas while keeping pupils' welfare at the core.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching, learning and assessment is not consistently strong across all subjects and year groups. Where teachers do not plan lessons to meet the particular needs of pupils, the progress made by pupils is too slow. Teachers do not consistently adhere to leaders' expectations or school policy in the use of feedback to accelerate pupils' learning and, as a result, pupils are not always in a position to know what they have done well or where they need to improve.
- Teachers' use of assessment to inform their planning varies too much between subjects. Where pupils' prior performance is well considered, for example in Year 11 mathematics, then the activities planned match pupils' needs. Where the same careful attention is not apparent, the progress of some pupils is too slow, particularly the most able, when they are not stretched in their learning. This variability in the way pupils of different abilities experience learning across subjects means that their progress is not secure in all areas.
- The school's programme for teacher development and training has not led to consistently high-quality teaching in all subjects. In some cases, teachers' expectations of what pupils should achieve over time remains too low. As a result, boys are not making as much progress as their peers and the progress of disadvantaged pupils is not closely supported by strategies to improve their performance across all subjects.
- Some teachers' use of questioning to engage and enthral pupils in the topic studied means that pupils make good progress and their attitudes to learning are strengthened. However, this is not the case across the school because some questioning expects only simple responses or sets the bar too low for what the teacher expects back from the respondent. Consequently, pupils can become bored. In science where pupils were working on an experiment, they worked collaboratively, supported by teacher involvement and their progress was underpinned by a desire to get to the result. Where teaching does not capture the imagination and opportunities to delve into concepts are not taken, pupils' attention can drift.
- Teachers' use of homework to extend and explore the theme being covered is not consistent across subjects. The new online system for setting homework allows for greater parental engagement in checking that homework is set and completed, but the weaknesses that exist in how teachers apply the feedback policy mean that opportunities are missed to build on pupils' strengths and correct mistakes.
- Across subjects, there is variability in how pupils' literacy and numeracy development is supported. In some cases, for example in key stage 3 humanities, pupils are given opportunities to read aloud and do so confidently. In other cases, pupils' spelling mistakes are not picked up and numerical errors go unnoticed.
- Lower-ability pupils, including pupils who have special educational needs or disability, who join the school with weak reading and numeracy skills are well supported by coordinated strategies to help them catch up with their peers. Pupils are provided with age-appropriate material to read and know how to choose books that they will be able to access and enjoy. Dedicated time is set aside to focus upon small-group work which is well informed by pupils' prior ability.
- Teachers develop positive environments for learning within their classrooms. Where expectations are high and consistently applied, then pupils understand what to expect and behave accordingly. Where pupils are not clear on expectations, the standard of presentation in books declines.
- Teaching, learning and assessment in 16 to 19 study programmes is stronger where students' needs are well understood and the assessment system, which informs planning, is more familiar. For example, in biology and psychology, students review their prior learning to inform their subsequent enquiries. Feedback on work more often provides opportunities for students to make corrections and learn from their mistakes.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' personal development is well supported by teachers and support staff who are well trained in performing their roles. For example, pastoral leaders work closely with teachers to ensure that early signs of concern are rapidly responded to and, where appropriate, external agencies involved. Pupils understand how to keep themselves safe both physically and online as a result of a programme of assemblies and tutor time sessions. Pupils' access to the school counsellor and other agencies is enhancing their mental health, an aspect of well-being recognised by leaders as previously being an area for improvement.
- The vast array of trips and extra-curricular activities on offer, including the Duke of Edinburgh's award, and national maths challenge competition, allow pupils to apply their academic and broader skills to a range of new experiences. Pupils' willingness and ability to collaborate, share ideas and consider their role in society is developed through the 'learning 4 life' curriculum and reflected in lessons. For example, in geography, pupils explored the issues surrounding global climate change.
- The programme of impartial careers advice and guidance is well planned and means that pupils start thinking about their futures early on. From Year 8, pupils have opportunities to consider careers and visit universities. Students in the sixth form told inspectors that the support they received and the ability to link their studies to their subsequent education, training and employment were reasons that they chose to stay on at Chace.
- Where alternative provision is used, pupils can access work-related learning and academic studies that would not otherwise be available.
- Leaders' work to secure a safe and welcoming environment for learning is best exemplified by the 'Chace signposts' which outline the community's ethos and expectations. Where these expectations are met, welfare is further promoted as pupils look out for one another and take advantage of the opportunities on offer. However, on occasions where poor behaviour does occur, for example in rare instances of bullying, pupils' well-being can be affected.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well around the school and within lessons most of the time. Incidents of poor behaviour are responded to rapidly and appropriate sanctions applied in line with the school's policies. Pupils move around the school in a calm and orderly fashion. Staff presence along corridors and during social times helps to maintain discipline and keep expectations for behaviour high.
- Low-level disruption in lessons is not common and where it does occur systems are in place to manage it. Where pupils are not engaged with their learning because it is not challenging enough, pupils will tend to persevere in trying to learn rather than seek to disrupt others.
- The school environment is well maintained, clean and respected by pupils. Litter is extremely rare and pupils know what is expected of them and act accordingly. Only where rules are new or alter depending on the time of day does confusion occur.
- Pupils' attendance is improving overall. However, the attendance of pupils who have special educational needs or disability and those identified as being disadvantaged still lags behind that of their peers. These pupils are not currently tracked as groups, with leaders focusing too much on the strategies to improve attendance of individuals. The rate of persistent absence when compared with last year's has fallen. The school's handling of individual complex cases is secure and reflects the focus on care afforded to each pupil.
- The number of exclusions has risen this year as a consequence of raised expectations for behaviour. Leaders and governors only accept permanent exclusions as a last resort and use them sparingly, exhausting all other viable options beforehand.
- Behaviour is not outstanding because incidents of challenging behaviour do occur and the new behaviour system is not embedded among staff to ensure consistency of response. This is an area recognised by leaders as needing further work.

Outcomes for pupils

require improvement

- Last year the proportion of pupils achieving five GCSEs at grades A* to C including English and mathematics was below that expected nationally. This year there has been some improvement based on the school's current information for Year 11. However, the rate of improvement is not rapid enough and there remains a gap in outcomes with girls consistently outperforming boys by a growing margin. This is also reflected in the difference in progress currently being made between boys and girls across the school. Girls' performance was significantly better than their peers nationally in 2015.
- The progress of pupils at GCSE last year was positive. There was variation in where progress was being made with some subjects, including the expressive arts, performing less well than others. The progress made by disadvantaged pupils was stronger than that of their peers nationally but less than their peers in school. While the progress of disadvantaged pupils has improved overall this year, there remains a negative difference in mathematics. The most able disadvantaged pupils continue to underperform. In English, the difference in performance of disadvantaged pupils and their peers has grown.
- The most able are not achieving outcomes in line with their peers nationally, with fewer than should be gaining top GCSE grades. Their progress is not rapid enough, reflected in their books where rate of progress is hampered by a lack of challenging work across some subjects. The progress made by the most able in mathematics is not showing significant signs of improvement based on current information.
- At key stage 3 a new system of assessment, which reflects the new curriculum being rolled out, makes comparisons of progress to previous years challenging. However, pupils are making more progress in Year 7 than Years 8 and 9 overall, partly a reflection of the increased demands of the curriculum which Years 8 and 9 are new to. Where difference in performance exists, it is most noticeable in the performance of pupils who have special educational needs or disability. These pupils are not making the rapid gains seen further up the school. Disadvantaged pupils make gains on their peers between Years 8 and 9 in English and science.
- The progress of lower-ability pupils in their literacy shows signs of improvement. The coordinated programme is supporting pupils to make gains in their reading although their writing and spelling are more varied within their mainstream subjects. Pupils' numeracy is not improving as well, reflecting a more general underperformance in mathematics. Lower-ability pupils made significantly better progress than their peers in school and nationally last year.
- Progress in books is too varied. In too many cases, progress is either too slow or difficult to judge because of a lack of feedback that supports pupils to know what level they are performing at and how to improve. Where progress was strongest, for example in Year 13 geography folders, and key stage 3 religious studies and history books, this was reinforced by clear directions that pupils could understand. While many pupils could quickly tell inspectors their current performance grade and their target, many could not, limiting their ability to reach those goals.
- The progress made by pupils who speak English as an additional language was better than their peers in 2015 GCSE results. Their grade outcomes were not as strong but the progress made reflects the individual support provided to pupils. Similarly, pupils who have special educational needs or disability made significantly better progress than their peers in 2015.
- Students on 16 to 19 study programmes did not perform well last year. While some subjects performed in line with expectations, many did not. This year there has been a marked improvement in the performance of students across the board, most strongly in academic subjects. The school's assessment information shows that outcomes are expected to be better and progress much stronger based on current assessment information.
- The proportion of pupils achieving the English Baccalaureate has risen and is expected to exceed the national figure. This improvement supports pupils as they receive high-quality advice and guidance regarding their subsequent education, training and employment.

16 to 19 study programmes

are good

- Leaders of 16 to 19 study programmes have seen rapid gains in the achievement of students in a short amount of time. Strategies to directly influence and improve the underperformance of subjects last year have resulted in improvements in all subjects in Year 12 and all but three subjects in Year 13.

- Students have a range of options to choose from when considering joining the sixth form, and those interviewed spoke highly of the support they received when moving into the sixth form from Chace's Year 11 and from other schools. Students feel well supported also when considering their subsequent education, training and employment, demonstrating a keen awareness of careers related to their subjects and apprenticeship routes.
- Academic and work-related courses are closely monitored by a more established system of assessment and monitoring. While variations exist in the quality of teaching, learning and assessment between academic subjects and some work-related courses, these are not as pronounced as in younger year groups. The quality of feedback is more consistently of a high standard and in line with leaders' expectations, particularly in chemistry and ethics. Teachers' use of questioning to explore concepts and iron out misunderstanding is also stronger.
- The school has links with two other local schools that form a collegiate partnership, offering 16 to 19 courses to each other's students. Students appreciate this flexibility and have taken advantage of it.
- The proportion of students staying on between Years 12 and 13 has improved. This reflects work being done by leaders to further improve the match between students and courses, and the support provided to help students make progress in their studies.
- Students' personal development is supported by the advice they receive and also by opportunities to participate in clubs such as the debating society. They have access to work experience when on work-related courses and as part of the school's careers programme.
- Actions to address weaknesses in biology, chemistry and geography are beginning to have an impact. Leaders' planning and work seen by inspectors demonstrates the close scrutiny being paid to getting those students grades that will enhance their futures.
- Lower-ability students have access to a range of work-related courses and those who are yet to gain at least a C grade in GCSE English and mathematics have timetabled lessons in which to gain those qualifications. Progress towards good grades is stronger in English than in mathematics with almost three quarters of students already having gained at least a C grade in November.
- Leaders recognise that further work needs to be done to improve the attendance of all students. Close monitoring and support are improving this but gains here are slow. Students' behaviour is of a high standard, with students keen to impress upon inspectors that they highly value their role within the community. Students are punctual to lessons and value their time in the sixth form.

School details

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| Unique reference number | 102049 |
| Local authority | Enfield |
| Inspection number | 10017482 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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|--------------------------------------------------------------|----------------------------------------------------------------------------|
| Type of school | Secondary |
| School category | Community |
| Age range of pupils | 11–18 |
| Gender of pupils | Mixed |
| Gender of pupils in 16 to 19 study programmes | Mixed |
| Number of pupils on the school roll | 1,272 |
| Of which, number on roll in 16 to 19 study programmes | 245 |
| Appropriate authority | The governing body |
| Chair | Tracy Garland |
| Headteacher | Sue Warrington and Daniel Bruton |
| Telephone number | 0208 363 7321 |
| Website | www.chace.enfield.sch.uk |
| Email address | chace@chace.enfield.sch.uk |
| Date of previous inspection | 13–14 June 2013 |

Information about this school

- Chace Community School is a larger than average mixed comprehensive school.
- A new co-headteacher was appointed in September 2015 and will be in post as headteacher from September 2016.
- A higher than average proportion of pupils are eligible for the pupil premium. The pupil premium is additional funding given to schools for looked after children and those known to be eligible for free school meals.
- Around half of pupils comes from minority ethnic backgrounds. This is higher than the national average.
- A larger proportion than average speak English as an additional language.
- The proportion of pupils who have special educational needs or disability is below the average, as is the proportion of pupils with a statement of special educational needs or an education, health and care plan.
- This is a lead school of the 'PGCE School Direct @ London Met' alliance.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed teaching, learning and assessment in 48 part-lessons, some of which were lessons jointly visited with senior leaders and included observations of dedicated catch-up support. Inspectors scrutinised pupils' work during these observations and also outside lessons.
- Inspectors met with senior and middle leaders, governors and a representative from the local authority. Inspectors also met with groups of pupils in addition to having informal conversations around the school.
- Inspectors considered the views expressed by 95 parents via Ofsted's online questionnaire, Parent View, alongside 58 written comments. Inspectors also considered the survey responses of 100 pupils and 44 staff.
- Inspectors scrutinised a range of school documents including assessment and attendance information, minutes of governors' meetings, the school's evaluation of current performance and leaders' plans for development, and policies and procedures.

Inspection team

| | |
|-----------------------------|-------------------------|
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| Janice Howkins | Ofsted Inspector |
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