

# Inspection of Chantry Academy

Mallard Way, Ipswich, Suffolk IP2 9LR

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Inspection dates: 30 April and 1 May 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

The executive headteacher of this school is Craig D’Cunha. This school is part of The Active Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Lynsey Holzer, and overseen by a board of trustees, chaired by Claire Heald.

## **What is it like to attend this school?**

Pupils at Chantry Academy make the school a welcoming and friendly place. The school plays an influential role within the local community and is rightly proud of its inclusive ethos.

Adults have high expectations for what pupils, including those with special educational needs and/or disabilities (SEND), can achieve. The school equips all pupils with the knowledge and skills they need to lead happy, successful lives. The school's values of 'ready, respectful, safe' support these aspirations well. Pupils learn well.

Typically, pupils behave well. They move around the school calmly and are polite and courteous to others. The recently raised expectations for behaviour and attendance mean that pupils understand the consequences of not following the rules. Pupils are safe in school. Their attendance has improved greatly and is now close to national average. Pupils do not always report bullying if it occurs. When they do, the school deals well with their concerns.

Pupils benefit from the wide range of clubs and visits that are on offer. These include debating, chess and book clubs. There are numerous sporting and performing arts enrichment activities. Many older pupils participate in the Duke of Edinburgh's Award.

## **What does the school do well and what does it need to do better?**

All pupils at Chantry Academy learn a thoughtfully planned and ambitious curriculum. It is adapted well to meet the needs of pupils with SEND. Teachers set out important concepts clearly and revisit them methodically. They use assessment well to check that pupils know and remember more over time.

The school recognises that pupils have not achieved well enough in the past. It is addressing this by making effective changes to the curriculum, particularly at key stage 4. Pupils whose attendance is strong benefit most from these changes and now achieve well.

The school supports pupils with SEND effectively. It works closely with these pupils and their parents to identify and meet their needs.

Reading is a priority for the school. Teachers have chosen a rich selection of texts for pupils to read through the English curriculum. Those who find reading tricky receive the help they need to become confident and fluent readers. Teachers have been trained carefully in how to teach reading and how to improve pupils' skills in thinking and speaking aloud.

Behaviour has improved over time. Most pupils behave well in lessons and around the school. They understand the school's behaviour policy and the consequences

for not following the rules. A small number of pupils still do not behave well. The strong pastoral team helps them improve their behaviour if it falls below expectations. This has led to a large reduction in the number of behaviour incidents which result in suspension.

The school deals effectively with bullying concerns that are brought to its attention. Some pupils, however, choose not to share their concerns, which means that the school is unable to resolve them.

Teachers value their work with colleagues, sharing good practice and their strong subject knowledge. Staff at all levels are well supported by leaders, both professionally and personally.

Recently, and with effective support from the trust, the school has focused on improving attendance. Pupils understand the benefit of being in school regularly. Most pupils now attend well. The proportion of pupils who are persistently absent is now lower than average. However, some continue to attend too infrequently.

The school has developed an exciting extra-curricular offer. Pupils, including those with SEND, can participate fully in a wide range of clubs and educational visits. Careers education is carefully planned. It gives pupils lots of information about the different opportunities they can access in the future. Pupils are taught about appropriate relationships and sex education, which gives them the knowledge they need to build healthy relationships. As a result, pupils are tolerant and respectful of others.

School and trust leaders have an accurate understanding of the school's strengths and areas for development. The local governing body fulfils its responsibilities well.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Some pupils do not attend regularly enough. They miss too much learning time and do not benefit from the pastoral support that the school provides. These pupils do not achieve as well as they could. The school, with support from the trust, should implement the actions they have planned to continue to improve the attendance of these pupils.
- Some pupils and parents do not feel that the school deals with bullying quickly or effectively enough. As a result, some pupils choose not to report concerns that they have. The school is consequently unable to deal with worries and concerns when they arise. Leaders should ensure that they communicate clearly

to pupils and parents how they resolve bullying concerns. They should continue to evaluate the impact of their actions.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; [pupils who meet the definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	138373
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10323722
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	952
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Claire Heald
<b>CEO of the trust</b>	Lynsey Holzer
<b>Headteacher</b>	Craig D’Cunha
<b>Website</b>	<a href="http://www.chantryacademy.org">www.chantryacademy.org</a>
<b>Dates of previous inspection</b>	6 and 7 November 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is part of The Active Learning Trust.
- The school uses two registered alternative providers and two unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school has a specialist resource base for 24 pupils with moderate learning difficulties. These pupils attend lessons as well as receiving individual support in the resource base. These pupils are all on the school roll and have education, health and care plans.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, head of school, vice-principal and assistant principals. The lead inspector met with a trustee, the chief executive officer and members of the local governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in performing arts and some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents through their responses to Ofsted's online questionnaire for parents, Ofsted Parent View. Inspectors considered the views of pupils through their responses to Ofsted's online survey for pupils and through meetings held with pupils.
- Inspectors considered the views of staff through meetings and informal discussions, as well as through their responses to Ofsted's online survey for staff.

### **Inspection team**

Peter Whear, lead inspector	Ofsted Inspector
Sue Smith	Ofsted Inspector
Michael Skelly	Ofsted Inspector
Diana Fletcher	Ofsted Inspector

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