



The Chafford School, A Specialist Business and Enterprise College

Inspection Report

Unique Reference Number 102342
LEA Havering LEA
Inspection number 276700
Inspection dates 1 March 2006 to 2 March 2006
Reporting inspector David Butler HMI

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

Type of school	Comprehensive	School address	Lambs Lane South
School category	Community		Rainham
Age range of pupils	11 to 16		Essex RM13 9XD
Gender of pupils	Mixed	Telephone number	01708 552811
Number on roll	935	Fax number	01708 522098
Appropriate authority	The governing body	Chair of governors	Mr R Emmett
Date of previous inspection	31 January 2000	Headteacher	Mrs Cheryl Hassell

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

The Chafford School is a mixed comprehensive school for students aged 11-16. Students mainly live in the towns of Rainham and South Hornchurch in the outer London Borough of Havering or the adjacent areas of Dagenham and Thurrock. The school was designated as a specialist business and enterprise college in 2003. Most students are of White British heritage and relatively few have English as an additional language. The proportion of students with statements of special educational needs is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The Chafford School is a good school with several outstanding features. The school also judges itself as good. Considerable progress has been made since the last inspection and the school is fully capable of making the improvements needed to become an outstanding school. Students and the local community are benefiting a great deal from the school's specialist designation as a business and enterprise college. The overwhelming majority of parents and students are very positive about the quality of education and care provided by the school. Students make good progress and achieve well. Results in national tests at age 14 years and in GCSE are above the national average. Achievement in mathematics and business studies, taken by nearly all students, is outstanding. Students from minority ethnic backgrounds achieve well. Students with learning difficulties and disabilities achieve in line with expectations. Students' personal development and well-being is outstanding and reflects the very good care and guidance provided by the school. The school works very effectively with other agencies to promote the well-being of learners. Substantial improvements have been made to the curriculum since the last inspection and it is now outstanding. Teaching is good overall; some is outstanding and worthy of sharing more widely within the school. Although some marking is exemplary, there is variation in its quality and also in the effectiveness with which assessment information is used to set tasks to meet the needs of the full range of abilities. The headteacher and senior leadership team provide good leadership and management. They are given excellent support by governors. Senior managers have a good understanding of the school's strengths and weaknesses and have demonstrated the ability to bring about considerable improvement. Heads of department are effective and some are good leaders and managers. However, there is variation in the rigour of their monitoring of teaching and learning and their self-evaluation. The school makes efficient use of its resources and provides good value for money.

What the school should do to improve further

* Raise the quality of teaching further through sharing existing good practice, particularly with regard to meeting the needs of students with different abilities. * Improve the quality and consistency of marking and make better use of assessment information to set tasks that challenge and engage the interests of students. * Improve the effectiveness of departmental self-review and lesson monitoring.

Achievement and standards

Grade: 2

Students enter the school with results that are close to the national average but relatively few have higher levels of attainment. They make satisfactory progress in the first three years of school and achieve results at age 14 years which are well above average in English and science and average in mathematics. Students make excellent progress in Years 10 and 11. The proportion of students attaining five or more GCSEs

passes at grades A*-G is well above average and the proportion attaining five or more grades A*-C is in line with it. Achievement at Key Stage 4 is outstanding in mathematics and business studies, reflecting high quality teaching and good management. However, progress at Key Stage 4 in English is only average. Students from minority ethnic backgrounds achieve well and students with learning difficulties and disabilities achieve in line with expectations. The targets set for students are challenging and most are being met. Achievement overall is good.

Personal development and well-being

Grade: 1

Students' personal development and well-being is outstanding. Students are polite and courteous, they behave well and enjoy their education greatly. Any misbehaviour is generally confined to the small number of lessons where they are not set appropriate tasks. Students feel safe and secure. The rare incidents of bullying and other forms of harassment are effectively dealt with by staff and through the students' own anti bullying committee and peer mediators. Attendance has improved and is now in line with the national average for secondary schools. A strong behaviour management strategy, good support from outside agencies and effective use of the inclusion unit, result in a very low number of students being permanently excluded and reducing numbers of fixed term exclusions. Students have an excellent understanding of the factors contributing towards healthy living. They are helped to lead healthy lives through strong physical education and personal, social and health education provision. There is a good take up of the very wide range of sporting and other activities provided at lunchtime and after school. Students enjoy the improved range of healthy eating options provided in the canteen. Students are given many opportunities to take responsibility, for example, by serving on the school council, joining charity committees and running enterprise and sporting activities in local primary schools. They have been influential in bringing about improvements, for example, in the dining arrangements and the school environment. The moral, spiritual and cultural development of students is very good and their social development is outstanding. Students show respect for each other and for different cultures. Their wider cultural understanding has benefited from their very active involvement in supporting a school in The Gambia.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and some practice is outstanding. This results in students achieving high standards and making good progress. The most successful lessons challenge and inspire students. They have clear learning objectives, proceed at an appropriate pace, and involve varied and interesting activities. In these lessons, students respond with enthusiasm and produce work of high quality, for example, in an English lesson where students analysed the use of sound in a popular car commercial. In the less effective lessons, too little attention is given to meeting the

needs of students of different abilities, including some with learning difficulties, and the highest attaining students are not always sufficiently challenged. The quality of marking and assessment varies. There is some exemplary practice but not all teachers mark work regularly enough and students are not always sufficiently clear about what they need to do to improve. There are robust systems in place for tracking and monitoring students' progress. However, some teachers do not make the best use of the information available from assessment in planning tasks to meet learners' individual needs.

Curriculum and other activities

Grade: 1

The curriculum offered by the school is outstanding. There is far greater flexibility than at the time of the previous inspection and all statutory requirements are met. There is a very well developed mix of vocational and academic courses. The school's specialism is reflected in the provision of a course in economic awareness for all Year 9 students and by nearly all students taking a GCSE business course. A significant proportion of Key Stage 4 students benefit from very well organised work-based and vocational courses run in conjunction with a college of further education and other local schools. Students are given many opportunities to develop their enterprise skills through a range of activities, some of which are also made available to other local schools. There is very good provision to develop students' awareness of health and safety. An excellent range of sporting, social and cultural out-of-hours activities adds greatly to the students' enjoyment of school. The school's specialist designation has helped it develop impressive curriculum links with other education establishments and training providers, including overseas institutions.

Care, guidance and support

Grade: 2

The school provides a good level of care, guidance and support. The school environment is welcoming and well cared for. There are very robust procedures for ensuring the safety and well-being of students. The school works very productively with external agencies to provide strong support for vulnerable students and those with special educational needs. Effective support is provided to reintegrate students following fixed term exclusions. Students are given good support in making their option choices for Key Stage 4 and post-16 education and training. Students are very well prepared for adult life and future employment through the programme of careers education and guidance and the school's strong emphasis on business and enterprise education. Students taking college-based vocational courses are well supported in their studies which lead to nationally recognised qualifications. Support for students' personal development is outstanding but aspects of individual support to ensuring academic progress are less secure. Students, particularly at Key Stage 3 are not always clear enough about what they need to do to improve their work. Some individual academic targets for students with special educational needs or learning difficulties are insufficiently precise to be helpful.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has a clear vision and this is driving the school forward. The headteacher is very well supported by her senior team and the governing body. The school has demonstrated that it is very capable of bringing about improvement. Since the last inspection standards have improved, the school has gained specialist status and other awards, the curriculum has been greatly improved and the school has been re-accredited with Investors in People status. The governance of the school is outstanding. Governors know the school very well and are closely involved in monitoring progress and challenging performance. They ensure statutory requirements are met fully. The school draws on a range of evidence to develop a very good understanding of its strengths and weaknesses and to identify priorities for improvement. This includes drawing on the views of parents and students and evaluations provided by the local authority. Staff at all levels, including newly qualified teachers, are well supported by senior managers. Senior managers monitor teaching and learning and there is a regular cycle of departmental reviews. Heads of departments also monitor teaching and carry out departmental self-reviews. However, while there is some good practice, this is not yet consistent across departments and accounts for some of the variation in performance between subjects. Resources are deployed efficiently and directed towards raising standards. The school provides good value for money. The school works very effectively with external agencies and partners to support the education and care of its students. Equality of opportunity is strongly promoted through the school's inclusion policy.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

We were very pleased to meet so many of you when we inspected your school recently. Your contributions helped give us a better understanding of your school. We appreciated the friendly and courteous welcome you gave us. We found that the Chafford School is a good school and that several aspects of its work are outstanding.

The overwhelming majority of you enjoy coming to school and feel safe and well cared for. You make good progress in lessons and achieve well because the teaching is good. You have an excellent understanding of the things which help you lead healthy lives. You are developing very good business understanding and enterprise skills to equip you for adult life and employment. You are benefiting from an excellent curriculum, including a very wide range of lunchtime and after school activities. Many of you assist children in primary schools and get involved in charity work. We were particularly impressed with the work you are doing to support students in a school in The Gambia. The school council is very effective in representing the views of students and in ensuring there are good relationships between you. The headteacher and her senior team lead and manage the school well and are given very good support by other members of staff and governors. What could be improved: * Some teaching is outstanding and we feel this should be shared with teachers, particularly to help them improve marking of your work, setting you challenging and interesting tasks and helping you know how to improve.* Heads of department need to be better at checking on the quality of teaching and learning taking place in their subjects and identifying where improvements need to be made.

We think the school is capable of making further improvement and hope you will do your best in helping to make Chafford an outstanding school in the future.