



# Morpeth Chantry Middle School

Inspection Report

**Unique Reference Number** 122314  
**LEA** Northumberland  
**Inspection number** 281229  
**Inspection dates** 21 November 2005 to 22 November 2005  
**Reporting inspector** Brian Dower

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

<b>Type of school</b>	Middle deemed secondary	<b>School address</b>	Mitford Road
<b>School category</b>	Community		Morpeth
<b>Age range of pupils</b>	9 to 13		Northumberland, NE61 1RQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01670 512874
<b>Number on roll</b>	522	<b>Fax number</b>	01670 513395
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr J Gowing
<b>Date of previous inspection</b>	1 October 2000	<b>Headteacher</b>	Mr D J Mitchell

<b>Age group</b> 9 to 13	<b>Inspection dates</b> 21 November 2005 - 22 November 2005	<b>Inspection number</b> 281229
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

Chantry is a larger than average middle school. It serves a large urban and rural area and is oversubscribed. Most pupils are from advantaged backgrounds and attainment on entry to the school is above average. There are very few pupils from minority ethnic groups. The proportion of pupils entitled to free school meals is low and that for pupils with learning difficulties and/or disabilities is average.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

Chantry is a good school. This judgement matches the school's own evaluation of its effectiveness. The inspection found many strengths. The school caters well for pupils' personal development and well-being, and is committed to equality of opportunity and to the inclusion of all pupils in what it offers. The care afforded to pupils is good and to individuals with complex physical difficulties it is outstanding. Pupils are taught the value of healthy lifestyles and are given opportunities to contribute to the wider community. Most behave well and are confident and courteous to each other and to adults. Most feel safe and secure in the school. However, a small but significant number of parents and pupils have voiced concerns about the behaviour of a few pupils, and about bullying. Their perception is that the school is not responding to those concerns. Standards are above average and achievement is good. The improving trend in test results of recent years has now been re-established after a dip in 2004. The school recognises the need to improve standards in mathematics for pupils of average ability. Teaching and learning are good. The teaching seen in modern foreign languages was outstanding. Leadership and management are good. The headteacher has a clear vision for the future direction of the school and he is supported by a strong senior management team and by governors who know the school well and fulfil their role as critical friends. All staff and governors work together effectively for the welfare and success of the pupils. The school has successfully addressed the issues for improvement identified at the last inspection. Its capacity for further improvement is good, and it gives good value for money.

### **What the school should do to improve further**

- Raise standards in mathematics for pupils of average ability.
- Respond to the concerns expressed by a small but significant number of parents and pupils about behaviour and bullying.

## **Achievement and standards**

### **Grade: 2**

Standards attained in 2004 at the end of Year 6 were average in English and at the borderline between average and above average in mathematics and science. Achievement in English was unsatisfactory when account is taken of pupils' above average attainment on entry to the school. Progress in all three subjects was less than in 2003 when achievement was significantly higher than average. The school has identified the reasons for this and the action it has taken has resulted in a marked improvement in standards in 2005, particularly in English and in the standards attained by the most able pupils in mathematics and science. It has now recaptured the improving trend in results seen in the years prior to 2004. This is confirmed by the above average quality of the work seen during the course of the inspection and the well above average standards reached by the highest attaining pupils. The school has rightly identified the performance of average ability pupils in mathematics as an area for improvement.

Pupils with learning difficulties and/or disabilities and those from different ethnic backgrounds make good progress. Achievement and standards are good for all such groups and for boys and girls.

## **Personal development and well-being**

### **Grade: 2**

Attendance is better than average and pupils say they enjoy school very much. It is because of the positive encouragement of all staff that pupils feel valued and achieve well in their personal development. Most pupils show respect and consideration for others. However, the good behaviour of most pupils, which is clearly expected by staff, is spoiled by the occasional disruption of a few. Spiritual, moral, social and cultural development is good. A wide variety of local events and visits enhance pupils' understanding of their own culture and that of others. Pupils' work in achieving Healthy School status has made them well aware of how to stay healthy and safe. They have plenty of physical activity through the weekly two hours of physical education and by joining the many sporting opportunities outside lessons. Pupils make a valuable contribution to the community through their support for local musical, recreational and other events. The school is known in the community as a 'well-renowned charitable school', for example, contributing generously to aid the victims of the tsunami disaster among others. They make a good start at achieving their future economic well-being because they have good communication, numeracy and computer skills and are involved in enterprise activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good and leads to good learning. Some outstanding teaching was seen in modern foreign languages. In most lessons teaching is lively, well paced and challenging so pupils work hard and achieve well. Teachers make good use of interactive whiteboards to display attractive resources which interest their pupils so that they enjoy learning. Teachers and teaching assistants give pupils with learning difficulties and/or disabilities constructive individual support and work is well matched to their needs. Most pupils have very good attitudes to learning and good relationships with their teachers so lessons are conducted in an atmosphere of mutual respect and trust. There are a small number of lessons which are less effective but nevertheless satisfactory. These lessons are not as fast-paced and challenging, so some pupils lose concentration, behaviour is less good and the rate of learning slows down. However, the school monitors teaching and learning effectively and is giving good support and training to bring standards of teaching in all lessons up to that of the best. Marking is constructive and pupils agree that in most subjects it shows them what to do to improve further. They understand how well they are doing and know how to reach the targets that the school sets for them.

## **Curriculum and other activities**

### **Grade: 2**

The school offers a good curriculum which meets the needs of all pupils. It is well planned and allows all pupils to make good progress in their learning.

The basic skills of literacy and numeracy are developed well and opportunities for pupils to develop their information and communication technology skills have increased greatly since the last inspection. The guidance programme ensures that health and safety education is good and makes learners aware of their rights and responsibilities as members of the school and the wider community. Older pupils are given opportunities to participate in the Real Game, where they make decisions that mirror those they could experience in adult life, thus helping them to prepare well for their future economic well-being. A strength of the school is the wide range of enrichment activities that most pupils participate in, including the many opportunities for sport, music and drama. These play an important part in helping pupils to adopt healthy lifestyles and add to their enjoyment of school life.

## **Care, guidance and support**

### **Grade: 2**

Pupils are safe and secure at this school. Their care, guidance and support are good. Staff know their pupils well and support their personal development through a good range of strategies. Pupils' thinking and communication skills, for example, are improved through the 'Philosophy for Children' course. The tracking of pupils' academic progress is now good with the introduction of new systems for recording data and providing information to teachers and pupils. This is used effectively to guide the organisation of teaching and learning and inform pupils of their progress. Pupils with learning difficulties and/or disabilities are well supported through individual education plans and they make good progress. Regular meetings between teachers, support staff, parents, pupils and outside agencies enable pupils' needs to be identified and tackled well. Parents are generally very pleased with the support given to their children. Health and safety routines and risk assessments are firmly in place, as are child protection procedures, and pupils are well aware of how to keep themselves safe.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher provides strong leadership and he is well supported by able and hard working senior managers and teachers. They are committed to equality of opportunity for all pupils. They give time to an extensive range of educational opportunities outside of lessons which build pupils' confidence and self-esteem and encourage them to be independent and resourceful. This contributes significantly to how well they achieve. There are robust evaluation systems in place for deciding how effective the school is and there are appropriate procedures for tracking pupils' progress over time and tackling underachievement. The perception

of a small but significant number of parents is that the school does not seek and take account of their views, particularly over the behaviour of some pupils, and over bullying. Older pupils have also expressed concerns about these issues. The school plans well for the future and governors are involved in constructing and monitoring the implementation of the school's improvement plan. Governance is good. The school is well staffed and it has an appropriate range of high quality resources to support pupils' learning. These are used well to achieve good value for money. Teaching assistants work effectively with pupils who have learning difficulties and/or disabilities. The school works closely with outside agencies and partner institutions to promote pupils' welfare and learning. There have been good improvements since the last inspection and the school's capacity to raise its performance further is also good.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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	2	NA

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	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	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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	NA

## **Text from letter to pupils explaining the findings of the inspection**

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22 November 2005

Dear Pupils

You know that we recently came to inspect your school and we would like to tell you what we found. First we want to thank you for talking to us and for making us feel welcome. We enjoyed being in your school and were impressed by how hard you are working.

We found that you are making good progress in your work and that your school does many things well.

You have good personal qualities which will enable you to succeed in life.

Your good communication, numeracy and computer skills are preparing you well for the next stage of your education and for work.

You have respect for each other and for the adults who work in your school.

You enjoy all that the school has to offer, especially the clubs, activities and trips.

You are well cared for and you know how important it is to do things which make you healthy.

Your teachers and the inspectors found two things for your school to work on to make your education even better.

The standards attained by some pupils in mathematics.

A small but significant number of your parents feel that the school does not seek and take account of their views, particularly on behaviour and bullying. Some of you have also voiced concerns about these issues.

We would like to wish you and your school every success in the future.

Yours sincerely

Brian Dower  
Lead Inspector

Annex B