



Chace Community School

Inspection Report

Unique Reference Number 102049
Local Authority Enfield
Inspection number 286263
Inspection dates 14–15 March 2007
Reporting inspector Asyia Kazmi HMI

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

Type of school	Comprehensive	School address	Churchbury Lane
School category	Community		Enfield
Age range of pupils	11–18		EN1 3HQ
Gender of pupils	Mixed	Telephone number	020 8363 7321
Number on roll (school)	1224	Fax number	020 8342 1241
Number on roll (6th form)	180		
Appropriate authority	The governing body	Chair	Rev M Legg
		Headteacher	Ms S Warrington
Date of previous school inspection	7 October 2002		

Age group	Inspection dates	Inspection number
11–18	14–15 March 2007	286263

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Introduction

This inspection was carried out by one of Her Majesty's Inspector and four Additional Inspectors.

Description of the school

Chace Community School is a large, multi-ethnic school. Nearly a quarter of students are entitled to free school meals, which is above the national average. The proportion of students with learning difficulties and/or disabilities is almost twice the national average. Almost half the students are from minority ethnic heritage This is well above the national average and a fifth of the students speak English as an additional language. There are 94 refugee or asylum seeker students. Attainment on entry is slightly below average.

The school gained specialist technology status in 2005. The school has secured funding for an extension to the building by September 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

'The headteacher is strongly committed to the well being of the pupils who attend Chace', a parent wrote and inspectors agree. On entering the building, the good relationships between students and staff are immediately apparent. Chace Community School provides a satisfactory education with several strengths, amongst which are the personal development and well being of students, the care, guidance and support for them and achievement in English and mathematics. The vast majority of parents have a positive view of the school.

The headteacher has a clear vision and commitment to improving the life chances of all students and is passionate about providing equality of opportunity. She is well supported in this by the school leadership team and governors who are focussed on raising achievement. However, there are some barriers which hinder the progress of students; the quality of teaching is variable, there is very good practice in some departments but this is not spread throughout the school. Where teaching is not as good, lessons do not provide students with sufficient challenge. Senior leaders are increasingly active in developing the capacity of all staff to improve teaching and learning. They are now monitoring the work of departments more closely.

The school knows itself well; it is accurate in identifying its strengths and weaknesses and has put in place appropriate actions to improve. Some of these are beginning to have a positive impact, as seen in the improved standards in science this year after a fall last year, so the capacity for improvement is good. Further work needs to be done to ensure there is consistency across the school in areas such as using assessment to make sure teaching meets the needs of all students and reducing the variability in standards across subjects.

Students make outstanding progress in some subjects, particularly mathematics and English, however, the progress they make in other subjects is not as good. By the end of Year 11 students achieve standards that are below average but in relation to their starting points this is satisfactory progress overall. Senior leaders have put in place more rigorous tracking systems and are now targeting students more carefully to ensure they make better progress. The school's technology status has improved provision but has yet to impact on standards. School targets were exceeded in mathematics; however there has been slow progress towards other technology college targets.

The school provides a caring and inclusive environment. Vulnerable students are identified quickly and very good systems are in place to support them. Students benefit from the good links the school has with external agencies. The support for students with learning difficulties is a particular strength; this is reflected in the good progress they make. However, the academic guidance that students receive is not fully developed in all subjects and time with form tutors is not always fully utilised to enhance students' learning.

Students report they enjoy school, and their behaviour around the school is good, although on occasions some students misbehave in lessons. The curriculum is

satisfactory. A parent reported that teachers 'are happy to give of their free time'. This is reflected in the wide variety of activities ranging from revision classes and sporting clubs to 'Writers and Rhymers' poetry sessions that are available for students. These activities are very well attended. The school is rightly proud of its rich cultural diversity. Students' moral, social and cultural development is good, while opportunities for spiritual reflection are satisfactory.

Effectiveness and efficiency of the sixth form

Grade: 3

The effectiveness and efficiency of the sixth form are satisfactory. There is a broad range of advanced level courses. The school has sensible plans to extend its offer of vocational courses. Achievement and standards have improved since the last inspection. Achievement is satisfactory overall and standards are average. Achievement is inconsistent because whilst students make very good progress in some subjects, their progress has been less than it should be in other subjects.

Good support is provided for students in choosing their courses; the impact of this can be seen in the high retention rates. Students' progress is monitored regularly and targets are set for them. Some departments provide high quality feedback to students in helping them to improve their work.

Sixth form students are active in the work of the school. They are good role models for younger students, and many take part in activities such as paired reading and mentoring for younger students. Students value their time in the sixth form. They speak highly of the good pastoral support and advice they receive.

What the school should do to improve further

- Raise standards in underperforming subjects, particularly in aspects of science and design and technology.
- Improve the quality of teaching to raise it to the level of the best.
- Ensure leadership is consistent and rigorous in monitoring the work of the school and driving improvement.

Achievement and standards

Grade: 3

Grade for sixth form: 3

Standards on entry are slightly below average. By the end of Year 9 standards are below average in English and science and average in mathematics. Students make satisfactory progress between Year 7 and Year 9.

Standards at the end of Year 11 are below national average overall; although variable, they show an upward trend. They are average in English and mathematics as a result of the outstanding progress students make in these subjects. However, students do not make the same good progress in all subjects. The school has identified that students achieve lower standards in science and design and technology. It is providing

appropriate support for these departments to raise standards. Students with learning difficulties and/or disabilities make good progress as a result of the targeted support they receive. All groups of students, including those learning English as an additional language, make at least satisfactory progress.

Students enter the sixth form with standards below average and leave with standards broadly average. Progress is very good in some subjects, and in others it is variable.

Personal development and well-being

Grade: 2

Grade for sixth form: 2

Overall students' personal development and well being are good. They enjoy coming to school and have good attitudes to learning. Students' behaviour is good around the school but a few students disrupt lessons and slow the progress of learning. Students feel safe in school and report that they can go to any member of staff or student mentors for help. Students are confident that any bullying that does occur is effectively dealt with. Attendance has improved since the last inspection and is broadly average. Students actively engage in the many opportunities to take responsibilities in the school, such as in the school council and helping younger students with reading and sports. Many students participate in a range of sports and clubs after school, with an increasing number opting to become sports leaders. Students are mature and confident and speak in a sensitive way about a range of issues.

The well considered 'Learning for Life' programme, which includes personal, social, health and citizenship education, equips students effectively for their wider role as citizens and prepares them for next stage of their education and the world of work. Opportunities such the 'Junior Masterchef' and the 'Healthy Eating Club' further help to develop students understanding of leading healthy lifestyles.

Quality of provision

Teaching and learning

Grade: 3

Grade for sixth form: 3

Overall teaching and learning are satisfactory. The quality of lessons is directly linked to the opportunities provided for students to speak at length, explain their thinking and express views and challenge one another. Where teaching is good it is characterised by clear lesson objectives, good use of time and a variety of activities to actively engage students. In these lessons teachers' questioning and good use of assessment ensure learning is closely matched to the needs of all students. Where teaching is less strong, lessons are dominated by teachers' talk with only brief checking questions so that students remain passive and unchallenged for too long. In some weaker practical lessons, students are not expected to systematically monitor their progress on longer pieces of work.

Teachers have good subject knowledge and there is a good rapport between teachers and students. Additional adults are used effectively in lessons. As a result, students enjoy lessons and are becoming increasingly involved in their own learning. The school has begun to take effective action to improve the quality of teaching by sharing the good practice that exists in the school.

Curriculum and other activities

Grade: 3

Grade for sixth form: 3

The school offers a satisfactory curriculum that has been further developed since the last inspection. It is broad and balanced and incorporates a good range of visits and events. There is, however, scope to widen vocational provision in the future and the school sensibly plans to do so. Insufficient accommodation currently restricts curriculum choice within the school. Creative partnerships, such as the Star programme which focuses on vocational learning, have had a particularly positive impact. Literacy and numeracy provision has improved in recent years both in terms of co-ordination and whole school practice. There is improvement in the use of information and communication technology (ICT) by staff and students alike. Although there are opportunities to develop ICT skills across the curriculum, not all students in Years 10 and 11 are able to study it as a subject. Students enjoy many excellent opportunities for extra curricular enrichment, which have a high take up and are much enjoyed. The school recognises that good practice in the use of tutor time is not consistent throughout the school.

Care, guidance and support

Grade: 2

Grade for sixth form: 2

The care, guidance and support students receive are good. Students feel safe and well cared for. Parents report that 'you can always pick up a phone and talk to a member of the staff'. Vulnerable students, including looked after children and those at risk of exclusion, receive outstanding support. The Inclusive Learning Group is central in providing prompt, well focused support for students who are at risk. Good use is made of outside agencies to support students and their families. This regular monitoring of vulnerable students demonstrates the school's commitment to ensuring every child matters.

Risk assessments and safety procedures are rigorously undertaken and safeguarding responsibilities are appropriately addressed. Students at an early stage of learning English are well supported but their progress is not systematically monitored to see if additional targeted intervention may be required. Support for gifted and talented students is at an early stage of implementation and is identified as an area for further development. The school is developing academic monitoring as a priority, but there is variation across the school. Many students know their subject targets but don't always know how to improve their work to reach this target. The quality of information

and support for students to make curriculum choices as they move through the school is good and parents are fully involved in this process. The school provides good support to its partner primary schools.

Leadership and management

Grade: 3

Grade for sixth form: 3

Leadership and management are satisfactory overall, with some strengths. The headteacher and senior staff provide a clear focus and direction which is having an impact on raising standards. Their commitment to raising achievements is shared by all. Staffing is now stable after a lengthy period of recruitment difficulties. Partnerships with other organisations, including other schools are good, particularly in relation to students' well being. Governors are well informed and are strongly supportive of the school.

The school knows its strengths and weaknesses. However, monitoring of aspects of the school's work is not rigorous enough with inconsistent practice needing to be addressed, for example, in relation to the use of tutor time and variation in standards in some subjects.

Good subject leadership is bringing about higher standards. However, leadership of some subjects is less well developed and students make less progress in these subjects. Senior leaders recognise this and have now put in more systematic monitoring that is strategically aimed at supporting weaker departments. They are ensuring more consistency in middle leaders through providing training for them and holding them to account.

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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?	3	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	3
How well are learners cared for, guided and supported?	2	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Text from letter to pupils explaining the findings of the inspection

On behalf of the inspectors and myself who visited your school recently, I would like to thank you very much for the warm welcome you gave us. We valued the discussions we had with you and I would like to take this opportunity to share our findings.

Your school provides you with a satisfactory quality of education with several strengths. You told us you enjoy school and the many extra curricular clubs and activities that the teachers provide for you. You receive very good care and support from your teachers and adults in the school. Your behaviour around the school is good, but on occasions your behaviour in lessons is not always as good. You develop well into confident young people who help each other and your community. The teaching you receive is satisfactory overall and many of your lessons are good. We were particularly impressed with the outstanding progress you make in English and mathematics.

Many of the things your school does are good, however in order to improve even further, we have asked your school to:

- Raise standards in the subjects where you are not making as much progress as you can
- Make sure all your lessons are as good as the best that already exist in the school
- Monitor carefully how well it is doing and use this information to make further improvements.

Your headteacher, senior leaders and governors know the school well and have taken the right actions to bring about further improvements.

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

Yours sincerely

Asyia Kazmi
Her Majesty's Inspector