

Chace Community School

Inspection report

Unique Reference Number	102049
Local Authority	Enfield
Inspection number	335832
Inspection dates	17–18 March 2010
Reporting inspector	John Kennedy HMI

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1305
Of which, number on roll in the sixth form	257
Appropriate authority	The governing body
Chair	Reverend Martin Legg
Headteacher	Ms Sue Warrington
Date of previous school inspection	14 March 2007
School address	Churchbury Lane Enfield Middlesex EN1 3HQ
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. They visited an assembly, a registration period and observed 40 lessons and teachers, which included five joint observations undertaken with senior staff. Inspectors held meetings with senior and middle leaders and other staff, the Chair of the Governing Body and three groups of students. They observed the school's work, and looked at a range of planning and evaluation documentation, policies and procedures, analyses of students' progress, and samples of the students' own work and records. They evaluated questionnaires from 387 parents or carers, 103 staff and a representative sample from 147 students.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by students in key subjects
- the progress made by different groups, especially boys compared with girls, those eligible for free school meals, students with special educational needs and/or disabilities, and boys of lower ability
- the success of the school in tackling any inconsistencies in teaching
- the impact of care, guidance and support on outcomes for students with special educational needs and/or disabilities
- the effectiveness of leaders at all levels in driving improvement and tackling any weaknesses throughout the school and the sixth form.

Information about the school

Chace Community School is a larger than average school with a large and increasing sixth form. About two thirds of the students, almost double the national average, come from a wide range of minority ethnic backgrounds reflecting the diversity of the local community. The proportion who speak English as an additional language is over twice the national average, although the number of students who are at an early stage of fluency in English is low. Some 45 home languages are spoken by students. About one in four students is eligible for free school meals. The proportion of students with special educational needs and/or disabilities is well above average. Their needs are varied and primarily include behavioural, emotional or social difficulties, and moderate learning difficulties. The proportion in receipt of a statement of special educational needs is in line with similar schools nationally. The school gained specialist technology status in 2005. In January 2009, the school was inspected as part of Ofsted's survey inspection programme in relation to art and design, and was judged to be good in this aspect of its work. It has received the Artsmark Gold hallmark and among its other awards it holds Sportsmark and Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

Chace is a good school that serves its students well. Many aspects are exceptionally strong. Students' achievement and every aspect of provision have improved since the last inspection. Leadership and management and the sixth form, which were both judged to be satisfactory three years ago, are outstanding. The school is rigorous in its appraisal of every aspect of its work and its highly accurate and incisive self-evaluation underpins its strong improvement over time. The school is going from strength to strength and it has excellent capacity to sustain this momentum.

The school nurtures its students exceptionally well and it is no surprise that they feel very safe and looked after. They thrive in this very harmonious community. Good behaviour and positive attitudes by the vast majority of students contribute strongly to their learning. Students are active learners and lessons are hives of activity as they show their eagerness to share ideas with each other and their teachers. Very occasionally, a few students show less engagement with their learning and this slows their progress. The mature attitudes of sixth formers to their learning and to each other engender an excellent work ethos. Chace is a richly diverse and harmonious community and spiritual, moral, social and cultural development permeates all aspects of school life.

The proportion of students persistently absent has dropped markedly, attendance rates are improving over time and in some year groups are high. However, there is variation and Year 11 has lower attendance than other year groups. A few students are occasionally a little slow in moving from one lesson to the next and this means they, and others, lose learning time. Attendance is high among sixth formers. Almost all those who start their courses stay on and gain relevant qualifications. The proportion of those who gain A or B grades is above average. The added value by the sixth form is very high. Students with a varied range of previous qualifications make outstanding progress.

Attainment has been rising in the school year after year. While standards at the end of Year 11 are broadly average, this represents good progress for most students and outstanding progress for those with special educational needs and/or disabilities. Standards achieved by some students in end of Year 11 examinations in 2009 were notable when compared with similar groups nationally, particularly those who were eligible for free school meals and those who were at the second school-based stage of the special educational needs process.

Students' progress is a reflection of predominantly good teaching, a well-planned curriculum, and exceptionally strong care, guidance and support which are the hallmarks of Chace. Lesson observations confirm the school's secure analysis that students are on track to sustain the trend of rising standards. Occasionally, teaching falls short of the

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mostly good quality, for example when one or two teachers are less consistent in managing to keep students focused and on task, or in the quality of their marking. Teachers mostly use very detailed assessment information about their students to good effect. In a very few lessons, they are not sharp enough in spotting when the rate of progress of one or two students starts to dip.

What does the school need to do to improve further?

- Remove relative inconsistencies in teaching by ensuring that:
 - written feedback consistently shows students how to improve
 - teachers check on the progress being made by all students in each lesson so that they can fine-tune strategies to keep them on track and behaving positively.
- Improve students' attendance and attitudes by:
 - increasing levels of attendance so that all year groups are above national averages
 - eliminating late arrival to lessons
 - working with them to ensure that the very few who need to, take more responsibility for their behaviour and readiness to learn.

Outcomes for individuals and groups of pupils**2**

Students make good progress and achieve well because they are keen to learn, are purposefully engaged and enjoy what they are doing and learning. The vast majority work at a good pace, concentrate well and engage willingly. They show good listening and cooperative learning skills. They are equally confident in posing and answering questions. Their enjoyment in learning stems from the positive rapport they have with each other, their teachers and other adults. Teachers have successfully established a culture where students are encouraged to take risks with their learning and explore new ideas, without fear of making mistakes. Occasionally, one or two lose concentration, fidget, are off task and need the teacher's input to be able to focus. On the other hand, in many instances, students' attitudes to learning and their development of new skills and understanding are exemplary. This was seen in a history lesson where students, including some with special educational needs and/or disabilities, were able to reflect philosophically on issues about crime and punishment and share their well-formed views with each other.

Students know their targets and what they need to do to improve. This underpins their good progress. Planning, continuous assessment in lessons and careful and constant tracking, ensures that any significant variations in individual or group progress are identified quickly. Appropriate interventions, such as targeted learning conversations, are successfully put in place. Chace goes out of its way to celebrate and encourage personal success. This can be seen in the fact that over 70 Year 11 students have been presented with inspirational ties, which they wear with pride, for exceeding their

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challenging targets in their recent mock examinations. Effective support from highly skilled adults in lessons, work which matches their needs and the excellent pastoral care for students with special educational needs and/or disabilities, underpin the accelerated progress they make relative to their starting points.

The school's active promotion of healthy living is recognised through its national awards. Its impact is not yet reflected in above-average participation in physical activity.

Students show considerable maturity in making a major contribution to the school and the wider community. Examples include the well-organised and effective student and year councils, and their views about their learning experiences which are considered as part of faculty reviews. Students reach out beyond Chace, for instance to promote justice and sustainable development with the Fairtrade foundation. They make good progress in developing basic skills and other work-related competencies and grow as confident and articulate young people who are well-prepared for the future of work or further education. This is reflected in one student's comment, 'The school opens doors for us.'

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Strengths in classroom practice include teachers' subject knowledge and expertise, their use of resources and activities, and the effectiveness of their questioning skills. They plan and structure activities which are suitably challenging and build well on previous learning. They are skilled in helping students see the clear links between what they are expected to learn and success criteria and levels. Teachers' skills in asking the right questions helps them assess students' progress and quickly correct any misunderstanding, while at the same time helping students reflect more deeply. In the very few lessons where teaching is not of this good quality, teachers do not check regularly enough on the learning and understanding of some students. Occasionally, teachers tolerate off-task chatter and loss of concentration, but in the majority of instances expectations are high and behaviour management is consistent. Support from other adults in the lesson is highly effective but their strategic deployment is not always reflected in the teachers' planning. Written and oral feedback is generally of a high quality and it provides signposts for students. However, in a few instances, written feedback is sporadic and comments, such as 'work harder', are too general.

Students benefit from a personalised curriculum which provides good learning opportunities. It now provides a better balance and range of academic and vocational pathways. It is well designed to promote equality of opportunity and access for all students. This is exemplified in the range of provision for those who struggle with their learning and who can access targeted numeracy and literacy support. Additional opportunities enable students to gain accreditation in home languages. The curriculum contributes strongly to students' personal well-being through programmes such as 'learning for life'. The school has used its specialist status to improve information and communication technology (ICT) provision, for example through extending its platform for e-learning. This has a positive impact on students' achievement. The school has used its specialist funding to improve accommodation in science, mathematics and technology, while at the same time it has broadened the range of technology subjects that students can choose from.

Chace is rightly proud of its inclusivity which is at the heart of all it does. Staff demonstrate this commitment through care, guidance and support which is of the highest quality. This enables all its students to thrive, and most especially the most vulnerable. One student's comment, 'Somehow they seem to know about everyone,' captures this ethos. The school's exemplary practice is exemplified through its highly effective and valued transition programme and its successful inclusion of students from a special school in each of its year groups.

These are the grades for the quality of provision

<p>The quality of teaching</p>	<p>2</p>
<p>Taking into account: The use of assessment to support learning</p>	<p>2</p>
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	<p>2</p>

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The effectiveness of care, guidance and support	1
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How effective are leadership and management?

The headteacher's vision and relentless ambition to secure the best outcomes for her students is infectious and is shared by staff at all levels. She leads by example. Students, and parents and carers appreciate her exceptional leadership, describing it as 'inspirational'. However, she would be the first to point out that Chace is about teamwork. Excellence is palpable at all levels of management, and staff as a whole can take credit for the school's success. Line management, faculty review systems and all other aspects of monitoring are rigorous. These systems are informed by comprehensive, regular and systematic use of data. Lines of accountability are clear and permeate the school at every level. A strong whole-school coaching culture brings out the best in staff by addressing areas for development while enhancing existing strengths. The leadership team is prepared to take difficult decisions to ensure the best outcomes for the students.

Governors bring a breadth of experience to their role and provide good support and constructive challenge. The staff place inclusion and equality of opportunity at the heart of their endeavours and this can be seen in many ways, such as outcomes achieved by the most vulnerable students. A wide range of valuable and valued partnerships make a positive impact on students' achievement and well-being. Partnership working is outward-facing and is exemplified in the impact of the technology specialism with local primary schools, and collaboration with special schools to support inclusion of students into mainstream education.

Safeguarding weaves into everything the school does. Every care is taken to ensure that the school is safe and that safeguarding policies, procedures and practice are rigorous and of high quality. Designated staff and the headteacher are tenacious in following up safeguarding concerns with relevant agencies and are not afraid to badger and challenge where practice does not meet with their own high expectations. Sixth formers provide impressive examples of what they refer to as 'bridging gaps'. This promotes community cohesion well. Examples include the coaching that students undertook to help senior members of the local community develop ICT skills. This work across generations has had a powerful impact on young and old alike.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2

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Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

The sixth form is outstanding because of exceptionally strong leadership and management, and its exemplary provision. Students are well matched to appropriate courses. They receive timely support and excellent guidance which helps them greatly in their learning and ensures they are well poised to have successful careers when they leave. Teaching has the same strengths as lower down the school and the students' excellent behaviour, high levels of attendance and strong motivation add greatly to the culture of learning. As a consequence, they make excellent progress in their academic and personal development. Students recognise the different expectations on them as sixth formers and are full of praise for the constant encouragement they receive to take charge of their own learning. They are extremely successful in this regard. Recent value-added data analysis places the school among the top 10% of comparator schools. Students are impressive ambassadors for the school and present themselves as articulate, mature and reflective young people. They put this down to the confidence and self-belief which the staff instil in them. Students captured the school's philosophy well by reciting from a proverb, 'If you can walk you can dance; if you can talk you can sing.'

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

Views of parents and carers

Most parents or carers were positive about all aspects of the school. Additional comments highlighted for particularly high praise, the headteacher's leadership and the impact of transition arrangements. A few parents and carers indicated that there is some variability in teaching and in teachers' management of behaviour. While inspectors

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judged these to be exceptions from mostly good practice, they have identified them as areas for the school's further development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chace Community School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 387 completed questionnaires by the end of the on-site inspection. In total, there are 1305 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	147	38	215	56	15	4	3	1
The school keeps my child safe	160	41	211	55	6	2	3	1
The school informs me about my child's progress	179	46	183	47	18	5	1	0
My child is making enough progress at this school	153	46	183	47	18	5	1	0
The teaching is good at this school	144	37	223	58	11	3	0	0
The school helps me to support my child's learning	130	34	221	57	22	6	3	1
The school helps my child to have a healthy lifestyle	93	24	240	62	36	9	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	128	33	225	58	15	4	2	1
The school meets my child's particular needs	109	28	249	64	13	3	1	0
The school deals effectively with unacceptable behaviour	129	33	209	54	26	7	10	3
The school takes account of my suggestions and concerns	88	23	244	63	27	7	4	1
The school is led and managed effectively	194	50	176	46	5	1	0	0
Overall, I am happy with my child's experience at this school	182	47	190	49	10	3	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 March 2010

Dear Students

Inspection of Chace Community School, Enfield, EN1 3HQ

Thank you for the welcome you gave us when we inspected your school. We enjoyed our visit and learnt a lot from listening to you and seeing you at work in your lessons. You can be proud of your school which is a vibrant and inclusive community. One of your parents wrote, 'It cares about the outcomes of every child and works hard to enable students to maximise their potential.' That sums up Chace so well. It is a good school and has come a long way since it was last inspected. There is a lot that is outstanding about the school. You spoke very highly about your headteacher and she, along with her team, leads the school remarkably well. The sixth form is also outstanding. You too play your part, and the difference you make to the school and the wider community is first-rate.

Staff look after and show exceptional care for you. Most of you behave very well and in the sixth form this is consistently true. Lower down the school there are occasional instances when attitudes towards learning among one or two are not of the same high standard. Some students in Year 11 are not attending as often as they could. We hope you will work with the school to improve these areas.

You make good progress during your time at Chace. Some of you make excellent strides in your learning and we could see this, for example, in the sixth form and among many of you who have special educational needs and/or disabilities. The vast majority of you leave the school much better placed for a successful life ahead than when you started. This does not happen by chance. You have a good range of courses to study and your lessons are mostly good. Teachers know how well you are learning and help you do even better. In one or two instances, teachers do not keep a close enough eye on how you are doing and their marking does not provide you with clear pointers to help you do better. We have asked the school to improve this.

Everyone is regarded as special in Chace. The staff are very successful in helping you grow into mature, confident and successful young people. I hope that you will continue to play your part in contributing to this good news story.

Yours sincerely

John Kennedy

Her Majesty's Inspector

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