

# Chantry Academy

Mallard Way, Ipswich, Suffolk IP2 9LR

## Inspection dates

6–7 November 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Senior leaders, including governors, continue to drive improvements. They have established a culture of high expectations leading to improved outcomes for pupils.
- Leaders have made effective improvements in the quality of teaching and learning. As a result, pupils are now making good progress in most subjects.
- Most teachers prepare lessons that interest pupils and are pitched at the right level. Pupils can develop their literacy and numeracy skills across a range of subjects.
- The progress of most pupils who leave Year 11 has improved. It is now in line with the national average.
- Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) make good progress because they receive effective teaching and good support.
- The promotion of pupils' personal development and welfare is strong. As a result, pupils feel safe and well supported. The school's arrangements for keeping pupils safe are effective.
- Behaviour in most lessons and around the school is good. Pupils have positive attitudes towards learning.
- Leaders have effectively improved the reputation of the school within the community. Parents have confidence in the school and the overwhelming majority would recommend it.
- Provision for pupils' spiritual, moral, social and cultural development is particularly strong. Pupils can participate in a number of clubs, trips and curriculum events.
- The local governing body effectively challenges and supports senior leaders. Governors know the school well.
- Pupils' achievement in science is weaker than in other subjects. This is because not all teachers of science let pupils develop their scientific knowledge and skills. Pupils are not being given the chance to use their analytical and evaluation skills often enough to deepen their understanding.
- The school provides a rich and relevant curriculum that allows pupils to follow academic and vocational subjects. However, not all subjects provide pupils with the opportunity to deepen their knowledge or apply their skills.
- Subject and pastoral leaders fulfil their roles. However, they are not yet precise in evaluating the impact of their work on raising standards.

## Full report

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

- Improve the outcomes for pupils in science by ensuring that teaching activities:
  - allow pupils to strengthen their scientific knowledge
  - encourage pupils to use their analytical and evaluation skills.
- Continue to develop the curriculum across all subjects in order to deepen pupils' knowledge and to enable them to apply their skills.
- Develop middle leaders so they are able to evaluate more incisively the impact of their work.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher is a strong, uncompromising leader who is ably supported by a skilled leadership team. He has fostered a culture of high expectations that values each individual pupil. The following comment from a parent sums up the school's culture: 'The positive and passionate approach the school has to the children's aspirations, throughout the school and beyond, is inspiring.'
- Staff morale is high. Staff agree that the school has improved since the previous inspection. They are proud to be members of staff.
- Senior leaders regularly check the quality of teaching and learning and provide staff with support and training that are tailored to meet their needs as well as whole-school priorities. As a result, teaching has improved since the previous inspection, resulting in good outcomes for pupils. Teachers who are new to the profession and those who need to improve their performance are effectively supported.
- The additional funding for disadvantaged pupils is used to good effect. Leaders have identified the factors that hinder the progress of these pupils. Disadvantaged pupils are supported in a range of academic, creative and cultural activities that raise the expectations they have of themselves. Across year groups, disadvantaged pupils are currently making good progress.
- Leaders have ensured that the provision for pupils with SEND is effective. The special educational needs coordinator leads the area well. She knows the needs of individuals and ensures that pupils receive the resources and support they require to access learning.
- The Year 7 catch-up funding is used very effectively. Pupils have access to provision such as one-to-one reading and small-group teaching. This focused teaching is having a positive impact on improving pupils' literacy and numeracy.
- Leaders have designed a wide and weighty curriculum. Subjects offered meet the needs of the pupils. Pupils can follow academic and vocational routes. Opportunities for pupils to develop personal skills such as resilience, collaboration and self-confidence run throughout the curriculum.
- Option choices are linked to high-quality impartial careers advice. Pupils who have difficulty accessing the main curriculum are offered individual provision. However, the curriculum needs further development so that all subjects enable pupils to deepen their knowledge and apply their skills in order to strengthen their progress.
- The school's enrichment programme is extensive. Pupils can experience a wide range of clubs and educational visits and workshops. These cover money skills, visits to Sky TV, university visits and participating in the schools' Shakespeare festival.
- Spiritual, moral, social and cultural development is particularly strong. Pupils develop a good understanding of other faiths and cultures. They demonstrate tolerance and acceptance of the views of others. The school's 'VALUED' passport encourages pupils to take responsibility for their personal, social and cultural development. Pupils can participate in community projects. They understand the British values of the rule of law and democracy.

- Senior leaders have an accurate understanding of the strengths and weaknesses of the school. Improvement plans are focused on the right priorities and success measures are precise.
- Subject and pastoral leaders are committed to improving standards in their areas. They work together well as a team and understand the school's priorities. Middle leaders are able to talk about the support given to individuals. However, they are not able to describe the precise impact of their work against whole-school priorities.
- The trust provides a good level of support and challenge to school leaders. Leaders benefit from sharing good practice with other schools in the trust, for example approaches to evaluating the effectiveness of the school.
- The headteacher has improved the standing of the school within the local community. Most parents have confidence in the leadership team and would recommend the school. Comments such as, 'The school has never been as strong as it is now' and 'The management of the school has turned a below-average performing school into one that pupils, teachers and parents should be proud of' represent the views of many. However, there are a minority of parents who have some legitimate concerns about provision, especially in relation to teaching and achievement in science.

## **Governance of the school**

- Governors' vision for the school, and that of the trust, is ambitious. They are passionate about providing the best opportunities for pupils to enable them to succeed in all aspects of life. Governors are committed to providing excellence for the pupils and ensuring that the school plays an integral part in the local community.
- Governors bring a wealth of relevant skills and experience that enable them to fulfil their role effectively. They have a clear understanding of the strengths and weaknesses in the school. They clearly understand how the end-of-key-stage 4 results compare with all schools nationally. This is because they scrutinise leadership reports and ask probing questions. Governors also make regular visits to the school and talk to staff and pupils.
- Governors fulfil their statutory duties. The safeguarding governor ensures that all policies are up to date and that the school is safe for pupils and staff. Governors are aware of the impact of the additional funding the school receives on the outcomes for disadvantaged pupils.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- All the necessary pre-employment checks are carried out on all staff and volunteers before they are allowed to work with pupils. The identity of visitors is checked and they are provided with information on safeguarding pupils.
- All staff have annual safeguarding training that meets the latest guidance. Staff are vigilant for any signs that suggest a pupil may be at risk. Staff follow the school procedures and the designated safeguarding lead ensures that the appropriate action is taken. A strong pastoral team provides effective support for pupils who are vulnerable or at risk. The school works with external support agencies to ensure pupils' safety.

- Pupils are taught how to keep themselves safe as part of their personal, social and health lessons, as well as in assemblies. They cover topics such as e-safety, relationships and personal safety. The website provides a wide range of information for parents on keeping their child safe in the community as well as online.

### Quality of teaching, learning and assessment

**Good**

- The quality of teaching and learning across the school is typically good. Pupils are provided with work that is pitched at the right level and is sufficiently challenging. Pupils can practise and develop their skills of analysis and evaluation. Good examples of this were seen in the pupils' English and history books.
- In most lessons, teachers use assessment well to judge when pupils need extra help and when to move them on to the next stage in their learning. As a result, they are making good progress over time.
- Pupils with SEND are enthusiastic learners. They are able to make progress because teachers plan activities well to meet their needs. Learning support assistants understand the needs of the pupils they work with and are therefore effective in supporting learning.
- Pupils can use their mathematics skills in a range of subjects. Inspectors saw some good examples in computing, geography, history, science and design and technology.
- Inspectors saw some very effective questioning by teachers, which deepened pupils' understanding and knowledge in a range of subjects.
- Pupils' exercise books indicate that most pupils take pride in their work. Handwriting is neat, indicating pupils' positive attitudes towards learning.
- In most subjects, homework is set regularly. Pupils say that it is relevant as it is either linked to the topic they are learning or prepares them for new learning.
- Teaching in science is too variable. There is some highly effectively teaching which leads to pupils making good progress. However, too often pupils are not given work that allows them to deepen their scientific knowledge and skills or allows them to analyse or evaluate their learning. As a result, pupils' progress is weaker.

### Personal development, behaviour and welfare

**Good**

#### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders and staff are committed to providing high-quality care and support for every pupil. They are aware of any barriers to learning that pupils may face and take successful steps to address these. As one parent commented: 'The school helps pupils to be the best they can and supports them very well in their success. Staff take pride in the pupils.'
- A strong team of pastoral managers, mentors and the school chaplain provide individualised support that is valued by pupils. Pupils say that they feel listened to. As a result, pupils feel safe in school. Parents agree.

- Most pupils are confident learners. They are eager to talk about their learning and their school. Pupils appreciate the many after-school clubs, trips, visits and the opportunities to participate in productions and sporting activities. They are also keen to take on leadership roles.
- Pupils know about the different types of bullying. Displays around the school show pupils how to combat bullying if it should happen to them. Pupils say that there is some bullying and most feel that it is dealt with effectively. Most parents agree.
- The school works well with external agencies to support potentially vulnerable pupils. Staff are quick to identify any issues and use the school's child-protection procedures consistently to make sure that support is swift and appropriate.

## Behaviour

- The behaviour of pupils is good.
- The vast majority of pupils wear their uniform correctly, as they take pride in their appearance. They are mostly polite, courteous and show consideration towards one another.
- Attendance continues to improve. Attendance is monitored through well-structured systems. The school does all that it can to engage pupils in their learning. As a result, the proportion of pupils who are persistently absent from school is reducing. Attendance meets the latest national average for secondary schools.
- Most pupils have very positive attitudes towards their learning. They concentrate well and are keen to improve their work. Pupils take pride in their work. However, a few pupils can become distracted when activities do not fully motivate or challenge them.
- Behaviour around the school is mostly good. Leaders have high expectations of pupils' behaviour and most pupils live up to them. The number of incidences of poor behaviour is reducing. Good support is provided for pupils who have difficulty managing their behaviour. The school works well with external agencies and families. However, in the last academic year the percentage of pupils who were excluded from school was above average. Permanent exclusions are used as a last resort.
- The school monitors the attendance and behaviour of pupils who use alternative provision off site. Leaders ensure that the attendance of these pupils is good and that they behave well.

## Outcomes for pupils

**Good**

- As a result of improved teaching, learning and assessment, achievement is improving across all year groups in a range of subjects, especially in English and mathematics.
- Pupils join the school with standards of attainment that are well below the national average. Pupils' progress at the end of key stage 4 has improved since the previous inspection. Progress went from below average in 2016 to meet the national average in 2017. Unvalidated examination results for 2018 indicate that pupils in Year 11 made good progress.
- GCSE attainment in a range of subjects continues to improve. The proportion of pupils attaining a good pass at GCSE remains below average but is rapidly improving in

several subjects. Achievement in science is weaker than in other subjects. Difficulties in recruiting quality teachers has led to inconsistencies in the quality of teaching, which, at times, is not well matched to the needs of the pupils. However, achievement in science is beginning to show an improvement.

- Work in pupils' books indicates good progress across a range of subjects in all year groups. Some very strong progress was seen in French, English, German, history and mathematics because pupils were given demanding work.
- As a result of the targeted support they receive, disadvantaged pupils are making strong progress. By the end of key stage 4, most of these pupils leave having made above-average progress in English and mathematics.
- Pupils with SEND are provided with teaching and resources appropriate to their specific need. As a result, most are making good progress across a range of subjects.
- Pupils can read for pleasure every day as part of the school's reading-improvement strategy. Pupils respond well to these sessions and take the opportunity to read a wide range of books. Inspectors were impressed at how quickly pupils settled to reading in the 'drop everything and read' sessions. Pupils use the library well at break and lunchtime for reading.
- The progress of any pupils attending off-site provision is carefully monitored. School records indicate these pupils are making good academic progress.
- As a result of highly effective careers information and guidance, pupils are very well supported when making decisions about their examination courses and post-16 options. School staff and the careers adviser support pupils and their parents in the choice of course best suited to the pupil. As a result, the proportion of pupils leaving the school who are not in education, training or employment has declined. It has dropped to meet the national average.

## School details

Unique reference number	138373
Local authority	Suffolk
Inspection number	10046562

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	841
Appropriate authority	Board of trustees
Chair	Robert Dool
Principal	Craig D’Cunha
Telephone number	01473 687181
Website	<a href="http://www.chantryacademy.org">www.chantryacademy.org</a>
Email address	<a href="mailto:admin@chantryacademy.org">admin@chantryacademy.org</a>
Date of previous inspection	14–15 June 2016

## Information about this school

- Chantry Academy is smaller than the average-sized secondary school.
- Most pupils are from a White British background and very few speak English as an additional language.
- The proportion of pupils with SEND is above average.
- The proportion of disadvantaged pupils supported by the pupil premium is well above average.
- The school is sponsored by the Active Learning Trust. It joined the trust in 2015. The board of trustees for the Active Learning Trust is responsible for the governance of the school but has delegated some responsibilities to a small local governing body (LGB). The LGB is responsible for holding the headteacher to account for the standards of education in the school.
- There are currently a small number of pupils in key stage 4 who are attending full-time alternative provision at Suffolk New College.

## Information about this inspection

- Inspectors made visits to classes to observe learning in all key stages. Inspectors also visited form periods. Some of these visits were made jointly with school leaders.
- Inspectors also scrutinised pupils' work in a range of subjects and spoke to pupils about their learning.
- Meetings were held with senior and middle leaders, three members of the governing body and the trust's director of school improvement and its secondary adviser. The lead inspector also had a telephone conversation with the chief executive officer of the trust. Inspectors considered the 48 responses to Ofsted's staff questionnaire.
- Inspectors reviewed a range of school documents and policies, including behaviour and attendance information, pupil-progress information, the school's own evaluation of its performance, minutes of the local governing body meetings and documentation relating to the safeguarding and well-being of pupils.
- Inspectors met with groups of pupils from each key stage and spoke to pupils when observing them at informal times, such as breaktime and lunchtime, to gather their views on the school. There were no responses to Ofsted's online pupil survey.
- Inspectors considered the 132 responses to Ofsted's online parent survey, Parent View, and the 32 free-text comments submitted by parents.

## Inspection team

Caroline Pardy, lead inspector	Ofsted Inspector
Gulshan Kayembe	Ofsted Inspector
Rob James	Ofsted Inspector
Lynn Ayling	Ofsted Inspector
John Wilson	Ofsted Inspector

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