



Martley, The Chantry High School

Inspection Report

Unique Reference Number 116980
LEA Worcestershire
Inspection number 290691
Inspection dates 28 June 2006 to 29 June 2006
Reporting inspector Susan Walsh AI

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

Type of school	Comprehensive	School address	Martley
School category	Community		Worcester
Age range of pupils	11 to 16		Worcestershire WR6 6QA
Gender of pupils	Mixed	Telephone number	01886 887100
Number on roll	700	Fax number	01886 887102
Appropriate authority	The governing body	Chair of governors	Mr Richard Goodman
Date of previous inspection	14 May 2001	Headteacher	Ms Caroline Browne

Age group 11 to 16	Inspection dates 28 June 2006 - 29 June 2006	Inspection number 290691
------------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

Martley, The Chantry High School is a small comprehensive school which recently achieved Technology College status. Students come from surrounding small villages on the fringe of Worcester. Most students come from economically secure backgrounds and are of White British heritage. The proportion of students with learning difficulties and/or disabilities is broadly average. The school has achieved Investor in People Status, Sportsmark award and is an active member of The Worcester City and Martley 14–19 consortium.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Martley, Chantry High School is a good school that provides good value for money. This confirms the school's view of itself. The future looks bright. It is an exciting time for the school, which has recently achieved Technology College status. Building work has started and students and staff are eagerly waiting improved design and technology faculties and an enhanced learning resource centre. Staff morale is good and staff are embracing new ideas and are keen to improve. They are behind the headteacher's commitment and vision. The school is outward looking and works well with other local education providers. Self-evaluation is generally secure but occasionally some of the school's judgements are over generous because they are not based on robust data analysis.

Students' personal development is good, for example, a parent wrote about their daughter becoming a 'confident and hard working young lady'. Students' personal needs are looked after well and, as a result, they feel very safe and secure. As a student said, 'It's easy to fit in.' The curriculum is good with much improved vocational opportunities. The school is equipping students to be successful beyond school; students especially appreciate the good quality careers and personal education and sporting opportunities.

Standards are consistently above the national average throughout the school. Achievement is good in Years 7 to 9, higher achieving students do particularly well in mathematics. Students achieve very well in the majority of GCSE examination subjects in Years 10 and 11. Until recently, slow progress in science had held back students' overall achievement in Years 10 and 11. However, this is no longer the case because standards and achievement in science have improved significantly. Overall teaching is good and there is an increasing proportion of good and outstanding lessons. However, assessment information is not used consistently to plan lessons that meet students' individual needs and marking does not always tell students how to improve. Although the tracking of students' progress has improved, the current system focuses on students' attitudes rather than rigorously tracking achievement. The process of setting targets is not well developed.

Parents are very supportive of the school but some would like the school to respond more positively to their concerns. The school has made good improvements since the previous inspection; the Technology College status has led to further improvements in information and communication technology (ICT) faculties and standards in French and religious education have considerably improved since the previous inspection. Recent improvements have been made to provision and standards in science. The school has good capacity to make further improvements.

What the school should do to improve further

- Set challenging and individual targets for students and further develop the tracking of students' performance to provide a more rigorous focus on achievement.

- Use assessment information more effectively to plan work that is consistently matched to students' needs, and ensure that work is regularly marked and marking tells students how to improve their work.
- Improve school self-review so that evaluation focuses rigorously on the impact of provision on standards and achievement.

Achievement and standards

Grade: 2

Achievement and standards are good overall. Attainment on entry is above the national average. By the end of Year 9, students consistently achieve above average standards. Higher achieving students do particularly well in mathematics with a high proportion of students gaining the higher Level 7 and Level 8 in national tests. Achievement is good in Years 7 to 9 and both achievement and standards have significantly improved this year, especially in mathematics and science.

Standards in Years 10 and 11 are above average. The proportion of students gaining five A*-C including English and mathematics is high. Students achieve well in the majority of their GCSE examinations but until recently their overall achievement was held back by students' slow progress in science. Achievement in science is now much improved because students are provided with greater challenge. The school is aware that some boys have not been doing as well as girls and has taken effective steps to resolve the situation. For example, more active lessons and changes in groupings has motivated boys and given them a chance to shine. Students with learning difficulties and/or disabilities and higher attaining students generally achieve as well as other students. Students who work with The Prince's Trust and take ASDAN awards achieve particularly well. Standards in ICT have improved since the previous inspection and achievement is particularly good in design and technology and is starting to be enhanced by Technology College status. The school generally meets its overall targets for examination results but is aware that further challenge could be provided for the very highest attainers.

Personal development and well-being

Grade: 2

Students' personal development, including their spiritual, moral, social and cultural development, is good. Students have a well developed awareness of right and wrong. As a result of good social development, students are polite and courteous, their behaviour is good and they really enjoy school. The majority work very hard and this is a key reason why they are successful in examinations. The provision of more appropriate courses and more varied teaching styles has helped to improve the attitudes of a small group of boys who are showing early signs of disaffection. Students feel very safe in school; the school quickly addresses minor issues. They describe each other as 'welcoming and friendly'. Relationships between students and staff are good and help students develop poise and maturity. Parents describe their children as 'gaining confidence' and 'going from strength to strength'. Students enjoy coming to

school and they join in their lessons and other activities with enthusiasm. They attend school regularly. Students are aware of the need to adopt healthy lifestyles. The availability of good quality, healthy food in the cafeteria is appreciated, and students recognise the importance of physical activity. They know what they should do to keep safe. A satisfactory contribution to the community is made through students' involvement with the school council, prefect duty and fundraising. Opportunities to take on responsibility are not extensive, although students are very sensible and trustworthy. Students' mature attitudes, good attendance and high academic standards, combined with well considered plans for the future, means that students are very well prepared for the next stage of their lives.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and this promotes good achievement. Students correctly recognise that teachers have good subject knowledge and they use methods that promote good learning. Good use of ICT, including digital interactive whiteboards, supports learning well. Many teachers plan their lessons well, instil confidence in students and build a positive working atmosphere. For example, the use of chromatography in science for forensic investigation resulted in a practical lesson that was good fun. Students were drawn in by the enthusiastic teaching and learnt successfully about the applications of science. Where lessons are less effective, the pace of learning is slower, and there is less challenging work for the more able students. Teachers have been making better use of assessment information to set appropriate learning goals and to monitor progress more closely. However, this is at an early stage of development and requires further refinement. The quality and regularity of marking of students' work varies considerably, and some students are given insufficient advice on how they can improve their work.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good because planning is both thorough and imaginative. Students are offered a good mixture of GCSE and vocational courses and there is scope to make adjustments to suit individual needs. Modern foreign languages are promoted well and some students take advantage of the opportunity to study two languages. The school is developing the curriculum by introducing more courses for lower attaining students and this has improved these students' motivation and attendance. There is still a need for more vocational courses for middle attaining students. Work-related learning is good and prepares students well for future study and work. Many students participate in extra-curricular activities such as geology, performing arts, sports and music.

Care, guidance and support

Grade: 2

The quality of the care, guidance and support is good. The pastoral system provides students with good quality personal care. Good induction procedures ensure that most students settle quickly in Year 7 and those who join the school later report that they are well supported. Students feel secure because they stay with the same tutor through Years 7 to 11. Personal guidance, including careers education, is of a high quality and helps students make well informed choices about their futures. Support for pupils with learning difficulties and/or disabilities and other vulnerable students is good and child protection procedures are secure. The school has appropriate procedures to ensure that pupils are safe. The monitoring of personal development, including attendance, is sound. However, the school does not contact parents on the first day of absence. The school's method of tracking students' progress, has good potential. At present, it provides valuable information about students' attitudes but does not focus rigorously on tracking achievement. Targets are not always individual or set to provide sufficient challenge to the students. Pastoral staff and subject teachers do not always use the process effectively; consequently, some students mistakenly see this monitoring as 'a waste of time'.

Leadership and management

Grade: 2

Leadership and management of staff at all levels are good. A hard working and committed head teacher is ably supported by the senior leadership team. Provision has been improved in many areas, including science, modern foreign languages and religious education, through providing effective support and challenge to middle managers and making good use of external advice and provision. Successful work with local partnerships and external providers has resulted in good developments such as those in vocational education.

Resources are carefully managed. The newly awarded Technology College status has supported the building of new technology facilities. Performance management is effectively used to identify training needs for teaching and non-teaching staff and this has contributed to improvements in the quality of teaching.

The school has a satisfactory range of information to inform self-evaluation. This includes an accurate picture of teaching; evaluations of teaching and learning conducted by senior staff closely matched those of inspectors during joint lesson observations. However, information including performance data is not always rigorously analysed to ensure that evaluation focuses carefully on the impact of provision on achievement and standards. Occasionally, this can result in over generous judgements.

Governance is good; governors challenge and support the school well, and provide good links with members of the local community. Parents and students are regularly consulted and most say their views are listened to and acted upon. For example, the student council has been involved recently with the development of a healthy eating

programme for the school and has helped in the design of refurbished dining facilities. A small proportion of parents feel that the school does not respond appropriately to their concerns.

The senior leadership team has demonstrated a good capacity to improve the work of the school through its positive response to the previous inspection, the actions it has taken to improve standards and achievement, especially in science, and its successful application to become a Technology College.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------	--------------

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?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	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	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	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?	2	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	3	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

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

Thank you for making us so welcome. We enjoyed talking to you and hearing about your school. A special thank you goes to those Year 11s who stayed behind after their exams to talk to us. We appreciate that this is an exciting time for your school. You have coped sensibly with the disruptions caused by the buildings and we hope you enjoy your new technology faculties. We were very impressed by your good behaviour and positive attitudes to learning and recognise that your commitment is a key reason why you do well at school. You work hard and do what teachers ask of you and, as a result, you make good progress.

Your school is getting better because it is managed well by your headteacher and other senior members of staff. You have more opportunities to choose vocational courses. We know you appreciate the good sporting opportunities and other extra-curricular activities. Teaching is good because teachers work hard to try and make lessons interesting and to make sure you learn effectively but occasionally some of you could do more challenging work. We are aware that many of you and your parents have been concerned about the progress you have been making in your science lessons. Your achievement is improving and congratulations go to the pupils in Year 9 who did so well in their science statutory assessment tests and those in Year 10 who gained good results in their GCSE double science unit tests.

To be even better, we think the school should make sure that your books are marked regularly and you should be given clearer advice how to improve. We are aware that some of you do not value the CHIMPS system for tracking your achievement but we think it is a good idea which can be improved by setting more challenging targets and having a better focus on your academic progress. We have asked the school to improve the way it evaluates its work.

The school prepares you very well for your futures and it was a pleasure to hear some of you talking so confidently and sensibly about your hopes and ambitions.