

Charter Church of England Academy

Hyde Park Road
Southsea
Portsmouth
PO5 4HL

Diocese:	Portsmouth
Local authority:	Portsmouth
Dates of inspection	17 July 2012
Date of last inspection:	N/A
School's unique reference number:	135965
Principal:	Dame Sharon Hollows
Inspector's name and number:	Mr Andrew Rickett [201]

School context

Charter became an academy in September 2009 following the closure of St Luke's CE VA secondary school. It is a smaller than average secondary school with 367 students on roll. The number of students who speak English as an additional language is above the national average. The number of students with special educational needs and/or disabilities is above the national average. There have been significant changes in staffing since the academy was opened. A new head of RE was appointed at Easter 2012.

The distinctiveness and effectiveness of Charter Church of England Academy as a Church of England school are good.

Charter has made very good progress since becoming an academy in developing a more purposeful Christian ethos that serves the whole school community. This ethos is making an increasing impact on the quality of learning and students' sense of self-belief.

Established strengths

- A Christian ethos that makes a significant contribution to the lives of each member of the school community.
- An ethos that affirms the worth of each student.
- Committed staff who care for the academic progress and personal development of every student.

Focus for development

- Enhance the quality of opportunities for students to explore difficult issues at greater depth.
- Establish methods to monitor and evaluate the impact of opportunities for students to explore and develop their spiritual awareness.
- Involve students to a greater extent in planning, leading and evaluating collective worship.

The school, through its distinctive Christian character, is good at meeting the needs of all learners.

A significant success in the development of the academy's Christian character has been the creation of an ethos that is making very good progress as it grows in its purpose and meaning to all members of the school community. In particular, this ethos makes a difference to the lives of students and is most evident when listening to them speak about how changes

in the academy are transforming their lives. What students say is closely echoed by other members of the community. There is a growing shared language through which children, staff, governors and parents describe what is at the heart of the academy's mission. Central to this is a sense of belonging and a belief in the importance of having hope for the future. To have made such progress in embedding these concepts since becoming an academy is very good. The sense of belonging is evident in the improved quality of relationships between students and adults, and amongst the students themselves, with a greater sense of the school being a community in which everyone has a part to play. This was seen in lessons where students not only have good attitudes and behaviour in their learning but are becoming increasingly engaged in wanting to know and curious about what they are learning. This change in attitude towards school is also reflected in the extent to which students now value their achievements and successes. A powerful example of this is the passion with which one student eloquently expressed their feelings about the importance of being given a position of responsibility and what it meant to them personally. The academy is aware that although progress is very good, there is still more to be done to embed the ethos so that there is greater consistency among all students regarding expectations of behaviour and progress in their learning. An important aspect of the Christian ethos at Charter is the emphasis placed on developing the students' belief in themselves and encouraging them to have aspirations for their future. When listening to them speak, students are adamant that adults in school support them and 'never give up on them' even when they 'get a bit naughty'. The ability to reflect on their own actions, understand the consequences of these actions on others and a greater acceptance of the differences in others is opening the minds of the students and is one of the most successful and important aspects of the development of the academy as a Christian foundation.

The impact of collective worship on the school community is good.

A major development in collective worship has been the change in students' attitudes towards acts of worship. When they talk about them, they do so with respect and an understanding that they are part of the expression of the academy's sense of community and belonging. There is an acceptance that collective worship has value and that this needs to be given appropriate reverence and regard. This is a significant step forward. The worship observed was a good example of the impact of this change in attitude. The vicar, who was leading, was able to take risks because he knew that the students would respond positively. Therefore the content was more exciting and the level of engagement from students was far higher. The introduction of 'thought for the week' has considerably strengthened the impact of worship. Students say that they value the opportunity to take time to be still and reflect. Both students and their tutors feel that the thought for the week instigates quality discussion and that following this up in year group worship helps to reinforce central messages. The academy offers both students and adults good opportunities to worship at other times than collective worship. There is a weekly Eucharist that is well attended and a prayer group that provides time for stillness and reflection which is run by a member of staff. The academy is aware that opportunities for students to be more involved in planning, leading and evaluating collective worship is something that needs to be developed. The logistics of the academy's day and the available space means that it is difficult to meet fully the statutory requirements for collective worship. However, the academy is conscientious in looking at how to provide quality acts of worship that make a definite impact on the lives of the students.

The effectiveness of the religious education is good

Overall achievement in religious education (RE) is good. When low starting points for RE are taken into consideration due to past weaknesses in provision, the progress made to attain current standards is good. Achievement of older students in RE is slightly lower when compared with other humanities subjects and some core subjects. Data for Key Stage 3 students indicate that they are quickly catching up the national expectations in RE, and in some cases exceeding them. Taking into account lessons seen during the inspection and the academy's own accurate observations, the overall quality of teaching and learning is good. Examples of very good teaching were seen when students were encouraged to participate through lively and wide-ranging discussions. Most students respond well to this and enjoy the opportunity to ask questions as well as hear the views of others. The academy has a good understanding of the importance of challenging students' thinking through questions that take them outside of their 'comfort zone'. They are aware that this could be taken further by introducing strategies that help students to ask questions for themselves and establishing

systems that evaluate the extent to which these opportunities make an impact on the students' spiritual growth. The contribution of RE to the Christian ethos of the school and the extent to which it promotes the academy's values and vision is excellent. The recent decision to separate RE from humanities in the light of the English Baccalaureate requirements, is an indication of the strength of feeling here that the status of RE in a church academy needs to be protected and, wherever possible, enhanced. Assessment is very good with excellent tracking systems that monitor the progress of each student in RE. This data is well used to inform trends and identify future progress.

The effectiveness of the leadership and management of the school as a church school is good.

The vision of the principal is for the academy to be a beacon of hope in the community. This report has already explained how successfully this is being achieved through the creation of an ethos with a strong sense of belonging that equips students with the possibility to aspire to the future. More than this though, a number of staff and parents during the inspection referred to the spiritual leadership of the principal and explained this as the way that she 'lives out' the Christian ethos by being practically involved in the care for all members of the school community. Her strength of vision is reflected in the way that staff share her passion for the students' wellbeing. They talk about the need to 'open the children's minds' and ensure that 'they understand empathy for others whatever their belief or background'. Staff say that the principal provides the direction and spiritual leadership for them in order to encourage students in the exploration of difficult concepts and issues. The academy has moved a long way in embedding these things. The senior leaders are fully supportive of the vision and have a very good understanding of how to put this into practice whether it be through provision for the most vulnerable children or the need to 'be tough' at times. This was evident in the passion for the students' welfare and knowledge of their needs of one of the vice principals involved in the inspection. The RE leader is excellent. In a very short time she has moved the subject forward considerably and has clear priorities for further developing the profile of RE within the curriculum. The plans to involve all students in a full course GCSE from September 2012 is an example of the raised expectations within the subject. She has been fully supported in this by the leadership and management, including governors. Governors share the academy's vision and care deeply for the students, their welfare and academic progress. They are very supportive of the academy and give generously of their time in being involved in the life of the community but also in ensuring that the Christian ethos has a high profile. The academy benefits from the contributions of a range of local clergy, other church leaders and the involvement of faith groups who run very successful student clubs. The academy is keen to explore chaplaincy and has a number of ambitious ideas to secure this provision to complement other aspects of pastoral care. The ongoing relationship with the adjacent church, now no longer used for parish worship but used for academy worship instead, is an example of the strength of the academy's commitment to foster wider community links.



Judgement Recording Form (NSJRF)

This form is to be attached to the main SIAS report and returned to the diocese in which the school is situated and to the National Society.

Name of school: Charter Church of England Academy
 Address of School: Hyde Park Road, Southsea, Portsmouth PO5 4HL
 School URN: 135965
 Date of inspection: 17 July 2012
 NS Inspector's Number: 201
 Type of Church school: Voluntary Aided
 Number of pupils: 367
 Phase of education: Secondary Academy

Has Diocesan Quality Assurance been obtained for this report? Yes
(delete appropriate word)

Rating 1-4

How distinctive and effective is the school as a Church school?	2
How well does the school, through its distinctive Christian character, meet the needs of all learners?	2
What is the impact of collective worship on the school community?	2
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	2
The school meets the statutory requirement for collective acts of worship	No
The school meets the statutory requirement for religious education *	Yes

* *Voluntary Aided Schools (delete appropriate word)*



The school meets the statutory requirements for Collective Worship		No
The school meets the statutory requirements for Religious Education		Yes
		Grade
The distinctiveness and effectiveness of Charter Academy as a Church of England school.		2
1	How well does the school, through its distinctive Christian character, meet the needs of all learners?	2
1a	How well do the school's Christian values have an impact on all learners and enable them to flourish as individuals?	2
1b	How well does the Christian character support the spiritual, moral, social and cultural (SMSC) development of all learners whether they are Christian, of other faiths, or of none?	2
1c	How well does the Christian character of the school prepare learners to become responsible citizens?	2
1d	How well do key Christian values motivate the relationships between all members of the school community?	2
1e	How well is the spiritual development of learners enhanced by the school environment?	2
2	What is the impact of Collective Worship on the school?	2
2a	How positive are learners' attitudes to collective worship?	2
2b	To what extent do learners and staff derive inspiration, spiritual growth and affirmation from worship?	2
2c	How well does collective worship develop learners' understanding of Anglican traditions and practice?	2
2d	How effectively is the importance of worship demonstrated in the life of the school?	2
3	How effective is the Religious Education provided by the school?	2
3a	How high are the standards and how well do all learners achieve in RE? <i>(Aided schools only)</i>	2
3b	How effective are learning and teaching in RE? <i>(Aided schools only)</i>	2
3c	To what extent do learners of all faiths and of none demonstrate a positive attitude towards RE?	2
3d	How well does RE contribute to the spiritual and moral development of all learners?	1
3e	To what extent does RE promote the distinctive Christian character of the school?	2
3f	To what extent does RE promote community cohesion through an understanding of and respect for diverse faith communities?	2
3g	How effectively is the importance of RE demonstrated in the life of the school?	2
4	How effective are the leadership and management of the school as a church school?	2
4a	How well has the school leadership (including governors) engaged with distinctive Christian values in developing their vision for the school?	2
4b	How well is this vision understood by all stakeholders?	2
4c	How well do leaders and governors ensure that this vision is put into practice by all members of the school community?	2
4d	How well are leaders and governors preparing for the future leadership of church schools?	2
4e	How effective is the partnership between the school, the church and the wider community, including the parents?	1