# Inspection of Challney High School for Boys

Stoneygate Road, Luton, Bedfordshire LU4 9TJ

| | |
|---|---|
| Inspection dates: | 7 and 8 November 2023 |

| **Overall effectiveness** | **Outstanding** |
|---|---|
| The quality of education | **Outstanding** |
| Behaviour and attitudes | **Outstanding** |
| Personal development | **Outstanding** |
| Leadership and management | **Outstanding** |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

The headteacher of this school is Mark Mailer. This school is part of the Chiltern Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Adrian Rogers and overseen by a board of trustees, chaired by Graham Pryor.

Ofsted has not previously inspected Challney High School for Boys under section 5 of the Education Act 2005. However, Ofsted previously judged Challney High School for Boys and Community College to be outstanding, before it opened as Challney High School for Boys as a result of conversion to academy status. The school received an ungraded inspection under section 8 of the Act on 10 and 11 December 2019.

## What is it like to attend this school?

Challney boys are immensely proud of their school. They recognise and value the breadth of opportunities that their education offers them. 'We are a community' is a phrase that is often heard as pupils speak enthusiastically about Challney's 'five-star' values.

Expectations of pupils' learning and conduct are high. The outstanding way they rise to these expectations is a well-established feature of school life. Pupils show exceptional manners and a warm welcome to visitors. New pupils settle in quickly. Anti-social behaviour and bullying are not tolerated. Relationships between pupils and staff are positive and mutually respectful. Pupils are safe in school. They are taught to stay safe and make safe choices in the community.

Pupils enjoy a range of clubs and activities, including, for example, The Duke of Edinburgh Award, sports and chess. Achievement beyond academic studies is valued. The vast range of pupil leadership roles on offer are sought after. The competition for the 'student executive' posts is strong. Older pupils eagerly anticipate the outcomes of their applications.

Pupil leadership roles, work experience in Year 10, and the comprehensive careers education programme combine to ensure that pupils are very well prepared to take their next steps in education.

## What does the school do well and what does it need to do better?

The Challney 'five-star' curriculum embraces the school's high expectations. The ambitious culture of achievement is widely promoted and secure. The provision is rooted in well planned and carefully sequenced learning. School leaders and the trust work closely together to make sure that pupils experience a broad curriculum. Creative subjects, such as art and music, are increasingly popular.

Curriculum teams value the support from the trust. This helps them to keep their subject knowledge up to date. Pupils make strong progress and typically achieve very well in examinations. Learning is planned to ensure that pupils remember more over time. The regular opportunities for revisiting previous content, mean that pupils can apply what they know to new ideas. Routine checks identify misconceptions and gaps in pupils' knowledge. Teachers resolve misunderstandings quickly.

Pupils with special educational needs and/or disabilities (SEND) are supported to learn the same curriculum as other pupils through careful adaptations. The school's special educational needs coordinator works closely with class teachers to offer guidance. Pupils with SEND, and any who need extra support with their English, get the help they need to achieve well.

Promoting a love of reading is a priority. The library offers a wide choice of texts to suit all tastes. It is valued and well used by pupils at break and lunchtimes. Wider

reading across subjects is encouraged. This includes through the 'super curriculum' resources, which are available to all pupils online. Subject-specific vocabulary is explicitly taught, so it is well understood.

Pupils' behaviour and attitudes to learning are exemplary. They know the rules and routines. Disruption in lessons is uncommon. Pupils support each other to regulate behaviour. They value the rewards for positive conduct. If sanctions are necessary, staff apply them fairly and consistently. On rare occasions where pupils' behaviour falls short of expectations, leaders intervene quickly, including to improve pupils' attendance.

The provision to support pupils' personal and character development is outstanding. The comprehensive programme of personal, social and health education (PSHE) is taught discretely and woven thoughtfully through the curriculum. The principles of respect for individual differences are well understood. Leadership opportunities for pupils are extensive. Pupils are competitive in their applications for these positions. Members of the student executive team are strong role models for their peers. The impressive careers education programme is very well thought out. Teachers are ambitious for all pupils. They ensure that high-quality advice and guidance informs choices as pupils move on through key stages and post-16.

Staff are proud to work at the school. They know leaders care about their workload and well-being. The trust and governors fulfil their responsibilities to challenge the leadership team to continue to improve. They are regular visitors to the school, checking on the quality of pupils' education and safeguarding.

## Safeguarding

The arrangements for safeguarding are effective.

## How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

## Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the

school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

| | |
|---|---|
| **Unique reference number** | 136651 |
| **Local authority** | Luton |
| **Inspection number** | 10212531 |
| **Type of school** | Secondary comprehensive |
| **School category** | Academy converter |
| **Age range of pupils** | 11 to 16 |
| **Gender of pupils** | Boys |
| **Number of pupils on the school roll** | 1180 |
| **Appropriate authority** | Board of trustees |
| **Chair of trust** | Graham Pryor |
| **Headteacher** | Mark Mailer |
| **Website** | www.challneyboys.co.uk |
| **Date of previous inspection** | Not previously inspected |

## Information about this school

- The school became part of the Chiltern Learning Trust in 2011.
- The headteacher was appointed in April 2023, following a period in the role as the school's acting headteacher.
- Leaders work with a small number of providers of alternative education to meet the needs of a few pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors conducted deep dives in the following subjects: English, mathematics, history, physical education, computing, music and art. To complete each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, and spoke with teachers. They also spoke with pupils about their learning and looked at samples of their work.

- A wider sample of curriculum plans were considered beyond the deep dives, including science and geography.

- To evaluate the effectiveness of safeguarding, inspectors looked at safeguarding policies, the school's record of pre-employment checks on new staff and a sample of child protection files. They took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The lead inspector spoke with a group of governors, including the chair of governors and the safeguarding governor, who is also a parent governor. She also met with trust leaders and the school's and the trust's designated safeguarding leads. Inspectors spoke with other staff about safeguarding practices at the school.

- Meetings were held with the headteacher and other leaders, including the special educational needs coordinator, leaders with oversight of pupils' PSHE provision, behaviour, attendance and careers education.

- A range of documents were checked, including behaviour logs, attendance records, minutes of governors' meetings, school improvement plans and school policies.

- The lead inspector held a telephone discussion with a senior member of staff from a registered alternative provision used by the school. An inspector also visited an unregistered alternative education provider on the second day of the inspection.

- The lead inspector also spoke with a local authority representative on the telephone.

- There were 88 responses to the on-line questionnaire, Ofsted Parent View, which were considered alongside 88 free-text responses from parents.

- Inspectors gathered pupils' views through informal discussions and meetings with them during the inspection. They also took account of 23 responses to Ofsted's questionnaire for school pupils.
- Inspectors also considered the 70 responses to the Ofsted questionnaire for school staff. They also spoke with groups of staff in meetings to hear their views.

## Inspection team

| | |
|---|---|
| Christine Dick, lead inspector | Ofsted Inspector |
| Jennifer Brassington | Ofsted Inspector |
| Alastair Ogle | Ofsted Inspector |
| Carole Herman | Ofsted Inspector |
| Polly Lankester | Ofsted Inspector |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at http://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023