

The Chase

Address: Geraldine Road, Malvern, Worcestershire, WR14 3NZ

Unique reference number (URN): 137625

Inspection report: 20 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils achieve well at The Chase. Their examination results are typically above the national averages. This is the case for a number of subjects at GCSE, including English literature, the sciences, French, art, geography and history. However, the progress that pupils make from their starting points is at the national average. Across the school, this has been the case for some time, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. Pupils who start the school with lower levels of literacy have the necessary support to achieve well.

Across the school, pupils secure the key knowledge and qualifications they need to be successful. They are therefore able to access ambitious destinations. Current pupils are generally supported to achieve well when tasks are carefully designed to enable them to apply what they have learned previously. Typically, pupils take pride in the work they complete and are well prepared for their next steps in their education.

Curriculum and teaching

Expected standard 

Leaders have a clear understanding of the quality of the curriculum and teaching, and they use this to make sound decisions about how to ensure that it is effective. For example, leaders provide well-considered professional development to strengthen staff skills to deliver the curriculum. Staff make sure that pupils who have gaps in reading, writing or mathematics get the support they need to catch up quickly. This includes older pupils who still need help to secure their foundation skills.

The curriculum is broad and ambitious. It sets out, in a logical order, the important knowledge pupils should learn in each subject and at each stage. Teachers have secure subject knowledge and generally know pupils' individual learning needs well. They typically adapt teaching for pupils who face barriers to learning, including disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and pupils known to children's social care. Teachers make timely adjustments where needed so pupils with SEND can access the curriculum.

However, in some lessons checks on pupils' understanding are not consistently effective. This means that sometimes teachers move pupils on to new work too quickly and do not address any misconceptions well enough. This slows the progress of some pupils, including those with SEND or lower literacy.

Inclusion

Expected standard 

Leaders work very well to ensure that the school is an inclusive place for all members of its community. For example, they engage well with a number of external agencies to support their most vulnerable pupils. Pupils who have additional needs have these identified promptly. This includes pupils with special educational needs and/or disabilities, as well as those who start with lower literacy levels.

Leaders communicate pupils' individual learning needs clearly to staff. Adaptations to the learning task are generally appropriate. However, sometimes, teachers do not adapt the work well enough for some of the most vulnerable pupils and do not check carefully enough whether these pupils have understood the important knowledge they need to embed. This limits how well some of the more vulnerable pupils learn the curriculum.

The school has a number of pupils who are known (or previously known) to social services. Leaders ensure that these pupils receive highly effective support and achieve well. They use their analysis of disadvantaged pupils' progress to ensure that the pupil premium strategy is appropriately effective.

The school uses a number of alternative provisions for some of its pupils. Leaders check and ensure that these provisions fully meet pupils' personal development targets.

Leadership and governance

Expected standard 

Leaders have an appropriate understanding of the school's strengths and its areas for further development. For example, they are acting effectively to address the weak attendance of disadvantaged pupils. Leaders have also adjusted their monitoring of teaching to ensure that it is highly effective.

The trust board is well informed about the school and holds leaders to account well for the quality of the provision. Trustees take time to understand the school and leaders' work through visits and the detailed information which leaders provide in meetings. Trustees understand the need to continue to drive sustained improvements in the school. Leaders are developing links with another similar local school in order to support developments at The Chase. They have put in place a structured professional learning programme, which is having impact on the consistency of teaching practice. Staff, including those who are new to the profession, appreciate the opportunities for their professional development. They speak positively about the clarity which leaders give and how well they engage with staff around workload. Parents are typically positive about the school and the quality of provision it provides.

Personal development and wellbeing

Expected standard 

The school has a comprehensive personal, social, health and economic (PSHE) curriculum. For example, it covers the necessary content to enable pupils to engage in healthy relationships. Staff take care to teach pupils how to keep themselves safe both online and in the wider community. However, on occasions pupils do not learn the PSHE curriculum as well as leaders intend. This is mainly due to some variability in how well teachers check for understanding, adapt activities and address pupils' misconceptions in the topics taught.

Leaders promote pupils' personal development through a well-considered range of activities. This includes regular opportunities for pupils to engage with and learn about different cultures and traditions. Pupils appreciate these experiences and articulate their learning confidently and with knowledge.

Pupils benefit for taking part in a range of extra-curricular opportunities. These include, for example, the recent musical featuring a significant number of pupils as well as an extensive range of sporting activities and clubs. The school is proud of its provision for pupils to access the Duke of Edinburgh's Award. Leaders ensure that disadvantaged pupils fully access the scheme. They also monitor the uptake of wider opportunities across the school and are making sure that all pupils benefit fully from the wider opportunities.

The school's careers provision is extensive. It is designed to ensure that it prioritises disadvantaged pupils especially. There are a range of meaningful encounters with employers and post-16 providers, and leaders are working well to establish a work experience programme. Pupils secure appropriate and ambitious destinations, with many choosing to stay at the sixth-form provision.

Post 16 provision

Expected standard 

Leaders and staff are rightly proud of the school's sixth-form provision. There is suitable breadth to the post-16 curriculum, with an emphasis on A-level courses and a few vocational courses alongside. Students receive appropriate guidance about which courses would best suit them. Those few who have not yet secured the necessary grades in English and Maths have the support to do so and typically achieve these qualifications. The teaching they receive means that students achieve well in their chosen courses, typically in line with national averages. This includes students with special educational needs and/or disabilities.

Leaders monitor the quality of teaching in the sixth form and have made appropriate changes to support directed study time and online personalised support. There is ongoing work to further ensure that any gaps in students' learning are identified and addressed promptly in order to increase the attainment of students.

The core curriculum is supplemented by wider provision to support the students in their personal development. This includes a range of external speakers, opportunities such as the Duke of Edinburgh's Award, and fundraising for a range of charities. The advice and guidance that students receive enables them to access a range courses, including some at top universities. The wider curriculum is, therefore, well received by students. However, some remain unclear on which destinations are appropriate for them. Other students would also appreciate more input into the wider personal development programme to ensure they have information relevant to them at the right time.

Needs attention

Attendance and behaviour

Needs attention 

Overall, pupil attendance is broadly in line with national averages. This includes the attendance of pupils with special educational needs and/or disabilities. However, the attendance of disadvantaged pupils has been too low for too long. This especially includes those disadvantaged pupils who are persistently absent. New leaders have recently taken oversight of this area. They have a sound understanding of the complex barriers to attendance, including for disadvantaged pupils. Leaders have introduced a range of

strategies to improve these pupils' attendance. However, their actions have not yet translated into a tangible impact for these pupils.

Pupils behave well and are considerate towards others. This is because leaders have worked effectively to ensure that pupils and staff have a consistent and clear understanding of the school's expectations. These are typically followed both in lessons and social times. All this means that pupils conduct themselves well, and the school is a calm and orderly place. Pupils typically have positive attitudes to their learning. They know to treat fellow pupils with respect as they understand the value of diversity in the school community. The few pupils who find it more challenging to meet the school's high expectations have appropriate and effective support. Leaders monitor these pupils' behaviour closely and intervene promptly should their expectations not be met.

What it's like to be a pupil at this school

Warm relationships between pupils, students in the sixth form and staff are a particular feature of the school community. Pupils typically attend the school well. However, this is not the case for disadvantaged pupils, who do not attend regularly enough. The school is working resolutely to improve this, but some of the actions do not demonstrate a secure enough impact yet.

The Chase is a school where pupils are happy and safe. This is because it is a harmonious place where pupils embody the school's shared values of aspiration, respect, resilience and adaptability. Pupils behave very well during social times and try hard in lessons. If there are examples of unkind behaviour or bullying, pupils know these will be dealt with rapidly. Students in the sixth form speak highly of their experiences, the opportunities the school provides, the bespoke support they receive and how well prepared they are for life beyond school.

This is also a school where there is a tangible culture of care for pupils. They know they will be able to access the support and guidance they need, should this be necessary. This includes a very well-considered provision for their positive mental health and wellbeing.

Pupils and students enjoy their learning and typically achieve well. Leaders are working effectively to ensure that the school moves from strength to strength in all areas of its work. Pupils and students benefit from a range of wider opportunities that they enjoy and look forward to. These experiences enhance their time at school and range from visits, charity work, leadership opportunities and sports teams to the recent musical production.

Next steps

- Leaders should accelerate their strategic approaches to rapidly improve the attendance of disadvantaged pupils so that these pupils benefit from all that the school offers.
- Leaders should continue to develop teachers' expertise to use assessment to check and address misconceptions in pupils' or students' understanding in all subjects, including

personal, social, health and economic education. This focus should also ensure that any adaptations to teaching are highly effective, especially for pupils or students who might have barriers to their learning.

About this inspection

This school is a standalone academy trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees chaired by Mrs Claudia Cobban.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

During the inspection, inspectors spoke with the headteacher, senior leaders and staff. They also met with representatives from the board of trustees, including the chair.

The inspectors confirmed the following information about the school:

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school makes use of seven unregistered alternative provisions.

Headteacher: Mr M J Fieldhouse

Lead inspector:

Andrew Madden, His Majesty's Inspector

Team inspectors:

Deborah James, Ofsted Inspector

Sarah Steer, Ofsted Inspector

Mark Sims, Ofsted Inspector

Elizabeth Lawson, Ofsted Inspector

Mark Fenton, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 20 January 2026

School and pupil context

Total pupils

1,407

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,679

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

18.06%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.20%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

17.63%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

MLD - Moderate Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	51.5%	45.2%	Close to average
2023/24 (final)	53.3%	45.9%	Close to average
2022/23 (final)	45.4%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	51.8	45.9	Above
2023/24 (final)	50.9	45.9	Above
2022/23 (final)	49.4	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.08	-0.03	Close to average
2022/23 (final)	0.06	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	23.5%	25.6%	Close to average
2023/24 (final)	24.4%	25.8%	Close to average
2022/23 (final)	16.7%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	36.5	34.9	Close to average
2023/24 (final)	33.6	34.6	Close to average
2022/23 (final)	34.7	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.59	-0.57	Close to average
2022/23 (final)	-0.64	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	23.5%	52.8%	-29.3 pp
2023/24 (final)	24.4%	53.1%	-28.7 pp
2022/23 (final)	16.7%	52.4%	-35.8 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	36.5	50.3	-13.8
2023/24 (final)	33.6	50.0	-16.4
2022/23 (final)	34.7	50.3	-15.6

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.59	0.16	-0.76
2022/23 (final)	-0.64	0.17	-0.80

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	93%	91%	Average
2022 leavers (revised)	93%	93%	Average
2021 leavers (revised)	94%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	36.45	34.99	Close to average
2023/24 (final)	35.18	34.38	Close to average
2022/23 (final)	37.13	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	0.1	0.0	Close to average
2023/24 (revised)	0.0	0.0	Close to average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.3%	8.1%	Close to average
2023/24 (3 term)	9.0%	8.9%	Close to average
2022/23 (3 term)	8.6%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	21.4%	21.9%	Close to average
2023/24 (3 term)	24.9%	25.6%	Close to average
2022/23 (3 term)	23.3%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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