

Chesterton Community Sports College

Inspection report

Unique Reference Number	124411
Local Authority	Staffordshire
Inspection number	359663
Inspection dates	9–10 December 2010
Reporting inspector	Mary Davis

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	486
Appropriate authority	The governing body
Chair	Michael Dolman
Headteacher	Lynn Jackson
Date of previous school inspection	12 December 2007
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Introduction

This inspection was carried out by four additional inspectors. They observed 34 lessons and held meetings with groups of students, members of the governing body and staff. Inspectors observed the school's work and looked at policies and development planning; data related to the tracking of students' progress; senior leaders' monitoring of teaching and learning; safeguarding documents; minutes of the governing body meetings; students' work and 103 questionnaires from parents and carers, together with those from students.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- What does assessment information reveal about the learning and progress of students in current classes and, in particular, are the most-able doing well enough?
- How consistent is the quality of teaching across the school in view of variable performance across subjects?
- How well does the specialist sports college status impact across the school and the wider community?
- How well does the school promote community cohesion and how does this affect students' understanding of life in a multicultural society?

Information about the school

Chesterton Community Sports College is a smaller than average secondary school with specialist status. Most students are from White British backgrounds; very few are of minority ethnic heritage or speak English as an additional language. The proportion of students with special educational needs and/or disabilities is above average. The proportion of students known to be eligible for free school meals is also above the national average. The school has National Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

Chesterton Community Sports College is a good and improving school. One parent commented, 'I cannot believe how this school has changed over the years. It is a brilliant school.' Leaders work tirelessly to ensure that students learn well, grow in confidence, are very well cared for and equipped with the skills that they need for life beyond school.

Students say that they feel safe and value the fact that they are well known and guided as individuals. They are excited by the innovative curriculum that is very closely matched to their individual needs. It enables them to gain confidence in examination techniques, and provides a wide variety of support and opportunities to improve on their results in English and mathematics, enabling them to achieve their targets. As a result, students make outstanding progress in these subjects and the percentage who attained five good GCSE passes including English and mathematics in 2010 was above the national average. However, some subjects do not perform as well, so that overall attainment by the end of Key Stage 4 is average. A relatively small proportion of students gained the highest grades in 2010. The school's specialism successfully promotes 'friendship, respect, trust and teamwork', supporting students' spiritual, moral, social and cultural education.

Students enjoy their lessons and are keen to do well. Their behaviour is good, they are enthusiastic about the tasks they are set and contribute well. Teachers ensure that learning objectives are made clear and frequently evaluate how well students are progressing during the lesson. Most teachers use assessment information well to plan for the different groups within each class. Some outstanding teaching was seen during the inspection, where tasks and the preparation of resources were closely matched to students' individual needs, enabling them to build on their skills and understanding throughout the lesson. This resulted in students making rapid progress, growing in confidence and being excited by their achievement. In some lessons, planning to meet different needs is less effective, so the least able students say that they feel left behind and the most-able do not feel sufficiently challenged. The school has identified an able and talented group and is providing extra classes and a variety of enrichment opportunities to promote their progress. However, this is not always supported by providing tasks or probing questioning to challenge them in the classroom. The school's specialism has enabled the purchase of laptop computers for all Key Stage 4 students and these are enhancing their learning in lessons.

Students value opportunities to access counselling and advice on a variety of matters at 'Mac's place' and the school provides outstanding support for those students and families whose circumstances make them vulnerable, to enable their inclusion.

The headteacher is passionate about the school's development. Together with her strong team of senior leaders, and with the outstanding support of the governing body, she has rigorously and successfully identified and tackled areas of weakness. This has resulted in

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considerable improvement in many areas of the school's work, in particular in the quality of care that it provides and in the promotion of opportunities that enable students to develop self-confidence and raise their aspirations. The school shows a good capacity to further develop and sustain these improvements. Senior leaders are beginning to use the strong middle leadership of mathematics and English to support leaders of other subject areas and to share good practice across subjects. However, there is insufficient opportunity for middle leaders to monitor the quality of teaching in their subjects and to share the good and outstanding practice that exists. Although the school has a strong sense of community and works hard to involve the local community in the life of the school, national and international community links are less well developed.

What does the school need to do to improve further?

- Raise academic standards by reducing the variation in attainment and progress by:
 - sharing the existing outstanding practice to ensure that teaching is consistently good or better
 - using assessment information to plan lessons that more effectively challenge those of highest ability in the classroom
 - developing the monitoring role of middle leaders and sharing good management practice.
- Develop students' understanding of different ways of life in the United Kingdom and internationally by forging links with schools in other contexts.

Outcomes for individuals and groups of pupils**2**

Students join the school with below average attainment in English, mathematics and science and a lower than average proportion are higher attainers. By the end of Key Stage 4, attainment is broadly average and as a result of the support they received, all students in 2010 gained a GCSE pass at A* to G, despite some experiencing severe difficulties during their school career. Results in mathematics were above the national average. Those in English, though below average in 2010, are steadily rising and a significant proportion of the students currently in Year 11 have already achieved a good grade. The school's rigorous tracking of progress indicates that by the end of the year, English results will have reached at least average levels. This indicates that this group of students is making good progress. There is, however, some variation in the progress made in other subjects. Students made good or better progress in the large majority of lessons observed during the inspection. They display positive attitudes to learning and greatly enjoy active tasks, for example developing characterisation in drama, or doing experiments in science. In many lessons, there is a sense of partnership as teachers and students share responsibility for progress towards the lesson objectives. Students with special educational needs and/or disabilities, and the very few students who speak English as an additional language or who are of minority ethnic heritage, make equally good progress.

Students say that bullying is rare and that it is effectively dealt with. They have an excellent understanding of how to keep themselves safe, particularly when using the internet. Almost all students say that behaviour is good and they know the school has zero tolerance for disruptive behaviour. They enjoy opportunities to take responsibility, including through the school council, acting as prefects, house leaders and charity leaders

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who, for example, organised a sale of cakes in aid of charity. Students have a keen sense of right and wrong and have high expectations of how others should behave. They work well together in pairs and groups and greatly respect and value the support of their teachers. However, students' understanding or experience of schools in other contexts, both nationally and internationally, is currently underdeveloped. The leadership and teamwork skills supported by the sports specialism, their good basic skills in literacy, numeracy and in information and communication technology, prepare them well for their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Good relationships are evident between teachers and students. Lessons are generally well structured, and tasks well explained. In most lessons, teachers use questioning well to probe students' understanding and to provide opportunities for them to contribute their ideas. All students know their individual target grades and are clear about how to achieve them. Grade criteria are used well in lessons so that students know how they will be assessed and what they need to do to access the highest grades. Many teachers provide opportunities for students to use these criteria to assess their own work and that of their peers and to identify how they can improve. Written feedback through marking of work is inconsistent and opportunities are sometimes missed to refer to target grades in the advice given.

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The curriculum has many outstanding features. It includes a nurture group in Year 8 that enables a small number of students with special educational needs and/or disabilities to follow a specially devised course that focuses on promoting their basic skills and boosting their self-confidence in preparation for the next key stage. Students follow an accelerated Key Stage 3 course focusing on developing basic skills. All students take a modern foreign language throughout the school and the development of numeracy, literacy and personal skills are well-promoted in all subjects. For example, a Year 8 group were observed practising their numeracy skills in Spanish. They start their option courses in Year 9 and students say that they value the wide choice of subjects they are offered. Very good use is made of focus days and suspended timetable weeks, such as skills week, when students experience a wide range of activities including enterprise activities, planting a garden or building an eco-friendly shed out of plastic bottles. Students enjoy the wide range of sporting activities that cater for all interests, performing arts activities, including the annual school show, and value the study support clubs. Although the curriculum is exciting and used flexibly to meet students' needs, it is too early to see the full impact on examination results.

The school's caring ethos is most evident. Students with special educational needs and/or disabilities are very well supported and cared for and their progress is rigorously tracked. External agencies are used well to support students with behavioural or emotional difficulties, and the care for those whose circumstances make them vulnerable is a strength of the school. Transitions into the school and between key stages are managed well and students value the guidance they receive to plan their next steps. In particular, the school has been successful in raising aspirations and the confidence of students to enable an increasing number to enter further education and to reduce the number of students not in education, employment or training. The school has effectively promoted the importance of good attendance and, as a result, the numbers of persistent absentees have dramatically dropped in recent terms so that attendance is now broadly average.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

As a result of the drive of the senior leadership team, all staff and students buy into the school motto of 'Be the best that you can be'. Sophisticated tracking of students' progress enables leaders to identify and address any underachievement and enables them to set challenging targets for all students. Specific groups are targeted to enable them to achieve their goals. The monitoring and evaluation of the quality of teaching by senior leaders has ensured that there is a high level of consistency in lesson planning and generally in the use of assessment in the classroom. Subject leaders are well supported by senior leaders

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and are held to account for the progress in their areas. The strongest middle leaders are beginning to support senior leaders in other areas of the curriculum, for example, in the use of data.

The governing body demonstrates a strong commitment to the school and to its ethos as a community school, serving the needs of the children in the local area. Members of the governing body have a good understanding of the school's data and show deep insight into the school's continued development. They have devised their own system of professional development, enabling members to deploy their individual talents to best effect. The school places safeguarding of students as its highest priority: all procedures and policies are robust and staff are suitably trained. The school is using the internet very well to reach parents and carers, and more than half now use the parental portal and can check their children's progress and attendance online. Parents and carers without access to computers at home are welcome to use those belonging to the school. Regular newsletters and reports keep them well informed. Sports college partnerships have enabled the school to contribute across a wide network of local schools. In addition, links with local organisations, including the Salvation Army and youth club, have promoted students' well-being. This is greatly valued by students who understand that the school has fostered these partnerships to keep them safe from harm out of school. 'It keeps us off the streets', one student commented. Another student said that 'the school emphasises equality and values you as an individual'. The school is rigorous in analysing the performance of different groups of students and is proactive in tackling discrimination. Although there is suitable curriculum provision to promote community cohesion in religious, ethnic and socio-economic contexts, its impact on students' understanding of national and international communities is limited. The sports college specialism has been instrumental in promoting good learning, teamwork and personal outcomes and in strengthening partnerships with local schools and the community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

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Views of parents and carers

The overwhelming response of the small minority of parents and carers who completed questionnaire was positive, with most saying that the school keeps their children safe. A few felt that they were not sufficiently involved in their children's learning and that the school did not listen to their concerns. Inspectors found that the school is improving methods of communication and striving to involve parents and carers more closely in its work. A few commented that they were not happy with some aspects of behaviour, but inspectors found that behaviour was good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chesterton Community Sports College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 103 completed questionnaires by the end of the on-site inspection. In total, there are 486 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	36	54	52	11	11	1	1
The school keeps my child safe	35	34	64	62	4	4	0	0
My school informs me about my child's progress	40	39	53	51	7	7	1	1
My child is making enough progress at this school	34	33	60	58	4	4	1	1
The teaching is good at this school	35	34	62	60	1	1	1	1
The school helps me to support my child's learning	34	33	54	52	9	9	0	0
The school helps my child to have a healthy lifestyle	25	24	68	66	8	8	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	34	59	57	5	5	0	0
The school meets my child's particular needs	34	33	62	60	3	3	0	0
The school deals effectively with unacceptable behaviour	34	33	55	53	7	7	6	6
The school takes account of my suggestions and concerns	21	20	64	62	11	11	1	1
The school is led and managed effectively	32	31	68	66	2	2	0	0
Overall, I am happy with my child's experience at this school	41	40	53	51	6	6	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 December 2010

Dear Students

Inspection of Chesterton Community Sports College, Newcastle, ST5 7LP

Thank you for the welcome you gave to me and my colleagues when we visited the school for its recent inspection. We were particularly impressed by your mature comments and your evident pride in your school. You behave well and were friendly and polite when you greeted us as we walked around the school.

You go to a good school. Your attainment by the end of Year 11 is gradually rising and 2010 results in mathematics were above the national average. The school provides you with an exciting curriculum that is closely matched to your individual needs. This enables you to focus on improving your examination results, particularly in English and mathematics, and you make excellent progress in these two subjects. Some other subjects do not perform as well so we have asked the school to focus on ensuring that you make better progress in these other subjects. The teaching you receive is at least good enabling you to learn well. We have asked teachers to ensure that the most able students are sufficiently challenged in all lessons to enable them to gain the highest grades. The outstanding care, guidance and support that you receive enables you all to feel safe. You told us that you value the fact that you are well-known as individuals and we agree. The specialist sports college status has not only supported your physical well-being, but has enabled you to develop teamwork, leadership skills and the confidence you need to prepare you for your future.

The leaders of the school work hard to make sure you continue to be safe and well cared for and that you develop well as young people. We have asked them to make sure that they provide opportunities for you to have first-hand experience of schools outside your local area, so that you have a better understanding of your place in the national and international communities. You can help them by continuing to work hard and attending well and always striving to 'be the best that you can be'. I wish you every success for the future.

Yours sincerely

Mary Davis

Lead inspector

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