

# Cheslyn Hay Sport and Community High School

## Inspection report

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<b>Unique Reference Number</b>	124425
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	380892
<b>Inspection dates</b>	3–4 October 2011
<b>Reporting inspector</b>	Roger Whittaker

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1340
Of which, number on roll in the sixth form	223
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Simkin
<b>Headteacher</b>	John Martin
<b>Date of previous school inspection</b>	4 March 2009
<b>School address</b>	Saredon Road Cheslyn Hay Walsall WS6 7JQ
<b>Telephone number</b>	01922 416024
<b>Fax number</b>	01922 414411
<b>Email address</b>	headteacher@cheslynhay-high.staffs.sch.uk

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<b>Age group</b>	11–18
<b>Inspection date(s)</b>	3–4 October 2011
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## Introduction

This inspection was carried out by five additional inspectors. The inspectors visited 41 lessons and observed 37 teachers, and held meetings with the Chair of the Governing Body, staff and groups of students. They observed the school's work, and looked at the school improvement plan, minutes of governing body meetings and monitoring data related to students' progress and the quality of teaching. They analysed 94 questionnaires from parents and carers, 143 from students and 29 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How accurate is the school's monitoring and evaluation of teaching and learning?
- How successful are school leaders in removing any areas of variation in the attainment and progress of students?
- How effectively does the curriculum meet the needs of all students?

## Information about the school

Cheslyn Hay Sport and Community High School is above average in size for a comprehensive school. The school is consistently oversubscribed. Most of the students are of White British heritage, with a few from minority ethnic backgrounds. The proportion of students known to be eligible for free school meals is below average. The percentage with special educational needs and/or disabilities is below average, while the percentage with a statement of special educational needs is average. The school holds a number of prestigious awards including Healthy School status and the Sportsmark, and has held specialist sports status since 2003.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Cheslyn Hay is an outstanding school, with a good sixth form. It is an inclusive school, which cares for the learning and personal development needs of all students as individuals. Consequently there is an ethos of respect, which is reflected in the outstanding relationships between students and their teachers. The school has made significant improvements since the last inspection. The specialist status continues to provide opportunities for whole-school developments in many areas of its work. The school is well thought of by the local community, and parents and carers speak enthusiastically about its work. One said, 'My child has recently moved to the school and I am delighted with the very warm welcome she has received from other students and the committed team of teachers'.

The previous inspection identified some variation in the achievement of different groups of students. The headteacher and senior leaders were quick to identify the reasons behind this and addressed them effectively. The curriculum was changed to enable the individual needs of all students to be met, intervention strategies were introduced to support individual students and teaching improved so that lessons were planned to enable all students to learn. As a result, attainment rose in 2011 and improvement has continued so that in the present Year 11 it is above national averages. The school also identified that students in need of additional support from outside agencies to meet their behavioural and learning needs were not achieving as well as other groups. Significant changes in the curriculum and improved intervention have enabled them to close the gap and all groups of students are now achieving well. Other outcomes for students have benefited from improved provision and the majority are now outstanding. For example, students' attendance is well above the national average, they feel extremely safe and know all about healthy lifestyles, and make an excellent contribution within the school and the wider community.

The school has an outstanding capacity to improve further and self-evaluation strategies are embedded in its work. The outstanding headteacher, supported by a dedicated and very effective senior leadership team, has set a clear vision for improvement and the staff have been quick to not only understand what has been needed to improve standards, but also to take actions to improve their practice. As a result the curriculum and care, guidance and support are now outstanding.

The sixth form has improved significantly since the last inspection, with teaching and learning and leadership and management now good. Rigorous monitoring and evaluation of teaching and learning across the whole school have helped to identify

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issues and appropriate support and training have been provided for teachers. The overall quality of teaching is now typically good. Where lessons are still satisfactory, students are not fully engaged in their learning because of a lack of opportunities to develop and use their independent learning skills, they are not always clear about how well they are doing or what they can do to improve their work, and learning activities do not always meet all students' individual needs.

**What does the school need to do to improve further?**

- Remove remaining inconsistencies in teaching, including in the sixth form, so that at least 95% of lessons are good or outstanding by the end of this academic year, by:
  - extending teaching strategies to ensure that all students know how well they are doing and how to improve
  - engaging all students in creative and active learning, so that they develop and use independent learning skills.

**Outcomes for individuals and groups of pupils****1**

Students join the school with attainment that is broadly average. By the end of Year 11, standards are above average. The progress of individual students, including those with special educational needs and/or disabilities, is now good. The proportion of students gaining five or more A\* to C grades at GCSE including English and mathematics has risen from broadly average in 2009 to above average in 2011. The school's very accurate tracking data show that present Year 11 students are in line to achieve even better results. This is a result of improvement in the overall quality of teaching. Learning and progress in lessons are good and sometimes outstanding. For example, in a mathematics lesson students used well-developed problem solving skills when multiplying and dividing numbers in order to identify the percentage increase or decrease. The teacher very effectively supported their work in pairs and small groups.

The school has worked exceptionally hard to improve the personal development of all its students. The outstanding outcomes reflect the school vision of developing the whole person to equip them with the skills to be valuable members of society. Students are respectful to their peers and communicate well with adults. Behaviour is outstanding both around the school and in lessons. They have an excellent understanding of how to keep themselves safe and say that there is always someone available to talk to should the need arise. Students understand exactly what constitutes a healthy lifestyle and most act upon this knowledge, especially in activities provided through the sport specialism. Students are extremely effective members of the school and wider community, for example as sports ambassadors in school, the local area and increasingly nationally. Students have an excellent awareness of their career options and are well prepared for further education, training and work. They have an excellent understanding of diverse cultures and of moral and social issues. Their spiritual development comes through many activities

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including key events throughout the year, where students show outstanding awareness of different people and a capacity to reflect on and recognise their own and others’ spiritual experiences.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	1
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers plan lessons well, giving careful thought to how content can best be delivered to take account of the different needs of students in their group. Outstanding relationships between students and with the teachers enable students to learn confidently and well. Support teachers are effectively deployed to best help those students in need of additional support. The large majority of teachers are enthusiastic about their subject and pass this enthusiasm on to their students. Rigorous assessment systems are used to enable the teacher to know how well students are making progress, however this information is not always passed on to the students and so in some lessons they are not sure of how well they are doing or how to improve.

The impact of the school’s specialist sport status is seen in the excellent extra-curricular provision, which has an impressive range of activities and high take-up and is hugely appreciated by students. Curricular planning takes very good account of the students’ primary school experience so that there is an excellent match for them in Year 7. For those who need it, a personalised curriculum is provided using local partners and outside agencies so that students whose circumstances make them vulnerable are kept in school.

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

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The school has an exceptionally strong commitment to providing the highest standards of care and support to all students. This is confirmed by the views of most parents and carers and by students themselves, one of whom said, ‘We are like a big family, it’s like a second home.’ The excellent ‘respect’ ethos ensures that all systems of care, guidance and support are based on caring for students as individuals. Outstanding partnerships with a full range of outside agencies enable all students to be supported in overcoming any barriers to learning. Transition arrangements are excellent, for example on entry to the school and in movement from Year 9 to Year 10. Experienced and specialist behaviour managers provide the highest standards of support to students and there is very close liaison with parents and carers. The school listens to students and encourages them to express their views, so they are fully involved in decision making in the school.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher provides inspirational leadership and, with the senior leadership team, has given staff a clear sense of direction and instilled an ambition to improve their practice. Roles and responsibilities are clearly defined and staff are held to account for their performance. The school is aware of how to move the small number of satisfactory lessons to good or outstanding, and is able to ensure very effective support and training to do this. The school has developed excellent systems to communicate and engage with parents and carers. Extensive partnerships enhance the school’s provision and make outstanding contributions to the development and well-being of students. This is a very inclusive school where equality of opportunity is exceptionally well embedded and understood by all partners. The school’s approach to community cohesion is outstanding. It gives all students an exceptionally wide and stimulating range of opportunities to engage with other cultures. For example, the school has a ‘diversity day’ which celebrates the richness of local cultures, and its links with South Africa promote students’ understanding of the suffering that exists because of a range of medical problems.

The governing body has made an excellent contribution to the improvements that the school has made. Its members make use of a very good range of exceptionally effective communication channels so that they can take account of the views of students and their parents and carers, and use them to inform strategic planning. Their systems and procedures for challenging the staff and holding them to account

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for their actions and outcomes are excellent. They ensure that the school’s outstanding safeguarding policies and procedures are regularly updated and reviewed, so that students are free from any form of harassment or harm.

*These are the grades for leadership and management*

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

## Sixth form

The outcomes for students have improved since the last inspection. Given their starting points, the rate of progress made by students is good with no variation between boys and girls. The large majority of students make good progress in lessons because the majority of teaching is good. However, in some lessons teachers do not use activities that enable students to develop and use independent learning skills. A broad level 3 curriculum gives students every opportunity to make appropriate choices. Almost all students complete their courses. There are many opportunities for students to take part in extra-curricular activities and most students said that they appreciate them. The supportive and inclusive ethos of the school extends to the sixth form, where students have outstanding relationships with the teachers. The good quality guidance available for students enables them to be well informed about further education, training and work. Students make a good contribution to the school and wider community by undertaking a range of mentoring and volunteering roles. Good leadership and management of the sixth form have led to recent and well-considered changes to ways of working that have brought about higher expectations and greater rigour to life in the sixth form. However, these have not yet had sufficient time to have a full impact on the personal development of all students.

*These are the grades for the sixth form*



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<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	2
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

A relatively low proportion of parents and carers responded to the questionnaire, but those who did were positive about the education their children receive at Cheslyn Hay Sport and Community High School. Their views are in line with the judgements made by inspectors, particularly in relation to how well the school keeps students safe and how much their children enjoy school. A few said that the school does not help them enough to support their children’s learning. The inspectors found that the school is aware that some parents and carers are dissatisfied with this aspect of provision and is making every effort to address the situation.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheslyn Hay Sport and Community High School 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 1340 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	49	45	48	2	2	1	1
The school keeps my child safe	51	54	41	44	1	1	1	1
The school informs me about my child’s progress	34	36	49	52	9	10	0	0
My child is making enough progress at this school	38	40	51	54	0	0	0	0
The teaching is good at this school	40	43	51	54	2	2	0	0
The school helps me to support my child’s learning	28	30	51	54	10	11	0	0
The school helps my child to have a healthy lifestyle	33	35	52	55	5	5	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)	40	43	50	53	0	0	0	0
The school meets my child’s particular needs	44	47	45	48	2	2	0	0
The school deals effectively with unacceptable behaviour	31	33	47	50	8	9	1	1
The school takes account of my suggestions and concerns	27	29	51	54	8	9	1	1
The school is led and managed effectively	43	46	44	47	2	2	1	1
Overall, I am happy with my child’s experience at this school	50	53	42	45	1	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



5 October 2011

Dear Students

**Inspection of Cheslyn Hay Sport and Community High School, Walsall, WS6 7JQ**

Thank you for the warm welcome you gave the inspection team when we recently visited your school. We appreciated the help you gave us in finding our way around and your willingness to answer our questions. We found that you go to an outstanding school.

The school looks after you exceptionally well and you told us that behaviour has improved significantly and is now outstanding. We are pleased to see that your attendance has improved and is now high because you enjoy coming to school and feel very safe. The standards you are achieving by Year 11 are above national averages. This is because teaching has improved and is generally good. For those of you who find some work difficult, the school has developed ways for you to get extra support so you learn as well as other students. Staff take outstanding care of you and ensure that you are looked after really well. The sport specialism has improved the opportunities for you to take part in activities which help you to lead a healthy life. You are extremely effective members of the school and wider community. You are now better prepared to move on to the next stage of your education, training or work.

We have asked the school to make the following improvements so that lessons are more consistently good or outstanding.

- Make sure that teachers always involve you actively in lessons so that you develop and use independent learning skills, and make sure that you always know what level you are working at and how to improve it.

You can help your school by contributing even more to learning in lessons.

I wish you well for your future.

Yours sincerely  
Roger Whittaker  
Lead inspector

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