

# Our Lady and St Chad Catholic Sports College

## Inspection report

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<b>Unique reference number</b>	104401
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	377079
<b>Inspection dates</b>	2–3 May 2012
<b>Lead inspector</b>	Davinder Dosanjh HMI

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>	Voluntary aided
<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>	831
Of which, number on roll in the sixth form	140
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Middleton
<b>Headteacher</b>	Mary Keelan
<b>Date of previous school inspection</b>	29 April 2009
<b>School address</b>	Old Fallings Lane Wolverhampton WV10 8BL
<b>Telephone number</b>	01902 558250
<b>Fax number</b>	01902 558251
<b>Email address</b>	info@olscmail.org.uk

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<b>Age group</b>	11–18
<b>Inspection date(s)</b>	2–3 May 2012
<b>Inspection number</b>	377079



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## Introduction

Inspection team

Davinder Dosanjh

Her Majesty's Inspector

Champak Chauhan

Additional Inspector

Judith Goodchild

Additional Inspector

Richard Boswell

Additional Inspector

This inspection was carried out with two days' notice. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed 33 lessons taught by 33 teachers, including six joint observations with members of the school's senior team. Inspectors met with senior leaders, groups of students, members of the governing body and staff. They observed the school's work, looked at the tracking of students' progress, and scrutinised students' work, whole-school and subject development plans, numerous policies, records of students' attendance, exclusions, and records of any bullying. They reviewed responses to questionnaires from 227 parents and carers, 150 students and 49 staff.

## Information about the school

The school is smaller than the average-sized secondary school. It has a high proportion of students known to be eligible for free school meals. Just over a half of students are from a White British background; the next biggest groups are students from Caribbean, African and Indian heritage backgrounds. There is a high and increasing proportion of students whose first language is other than English. The proportion of students with statements of special educational needs is above average. It has been a specialist Sports College since 2005. The school meets the current floor standards set by the government, which are the minimum expectations for attainment and progress.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. The school is a cohesive and harmonious community. It provides an inclusive environment for its students, especially those students whose circumstances make them potentially vulnerable. Students, parents and carers are very positive about the school. The school's specialist sports status makes a strong contribution to the life of the school, promoting student leadership. The school was not judged good because teaching does not ensure that all students make good progress. Attendance is below average and students' achievement in the sixth form is satisfactory. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Students' achievement is satisfactory. Progress in lessons and over time for the majority of students, including disabled students and those with special educational needs, is satisfactory. Many groups of students make good progress such as Indian students, those for whom English is an additional language, and students known to be eligible for free school meals.
- Teaching is satisfactory. Lessons are consistently planned to ensure students know what they will be learning. However, not all teaching meets the varying needs of students sufficiently well because sometimes lessons do not contain the level of challenge needed or sufficient structure and support for those who are struggling.
- Behaviour is satisfactory. The school is an orderly place. Conversations with students indicate they feel safe and well cared for. In satisfactory lessons, students are compliant and do not always take an active part in their learning.
- The sixth form is satisfactory. Standards in the sixth form fluctuate and remain below the national averages. However, given their starting points, students make satisfactory progress overall. However, high-ability students make good progress. The curriculum is enhanced through a partnership with other schools.

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Monitoring and evaluation to bring about improvements across the partnership are not rigorous. Sixth-form students are good role models for younger students and play a key role in helping others in service to the community.

- Leadership and management are satisfactory. Strong leadership from the headteacher and leadership team has ensured attainment has improved faster than the national rate over a number of years. Performance management systems are being used effectively to improve teaching. Middle leadership is improving, but there remain too many inconsistencies in evaluating and improving the quality of teaching. The development of students' spiritual, moral, social, and cultural development is rich and varied.

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

- Raise students' achievement by:
  - developing student's literacy and numeracy skills across all subjects of the curriculum
  - improving the attendance and punctuality of students.
- Increase the proportion of teaching which is good or better to over 75% by January 2013, ensuring that all teachers:
  - have opportunities to see good or outstanding teaching and apply it in their own practice
  - match work carefully to students' varying needs
  - plan lessons so that students have opportunities for collaborative and independent learning which encourages them to be active learners
  - are challenged by effective middle leaders to improve teaching and learning.
- Improve achievement and provision in the sixth form by:
  - developing rigorous systems of quality assurance across the partnership
  - ensuring schemes of work provide opportunities for independent learning in and out of lessons.

## **Main report**

### **Achievement of pupils**

Students enter the school with attainment that is low. The proportion of students gaining five or more A\* to C grades at GCSE including English and mathematics continues to rise; while still low, the rate of improvement is faster than the national average. Students have made slower than expected progress in English. However, evidence in lessons and books indicates that they are now making progress in line with expectations. Vocational courses have been very successful in raising the

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proportion of students leaving with qualifications. The progress made by disabled students and those with special educational needs is mixed. Students with a statement of special educational need make good progress, but the progress of students who are supported at school action plus is hampered by low attendance. There are satisfactory, tailored interventions in place to support individual students such as additional reading support and developing social skills. Teaching assistants are usually deployed well in lessons to provide specific support for individual students' learning.

In the half of the lessons observed, progress and the quality of learning were satisfactory. In the better lessons, activities are matched to students' abilities and prior knowledge. Here, inspectors observed students engaging well with the learning and trying hard. The students enjoy challenges, solving problems, debating ideas with partners and teachers, and conducting practical investigations. Parents' and carers' views suggest that the vast majority are happy with the progress their children are making at the school. There is evidence of independent learning and students have opportunities to undertake peer-assessment. In satisfactory lessons, learning tasks do not always meet the needs of students sufficiently well because all groups are learning at the same pace and students who find the work difficult struggle to get started, or sustain the pace of learning. Most students have positive attitudes, listening and cooperating well with teachers. The development of students' literacy and numeracy skills across the curriculum varies. There are examples of effective strategies, such as the 'star skills' board ensuring students understand key words for the subject, but these are not applied consistently.

**Quality of teaching**

Teaching is satisfactory and results in most students making progress that is broadly in line with expectations. The best lessons engage the students' interest and involve good teacher subject knowledge which extends students' understanding. In a good Year 12 lesson on forensic science, skilful questioning allowed the teacher to assess students' understanding and there were opportunities to consolidate learning. Key scientific terminology was reinforced and used well by students. Students worked well in pairs to produce a 'lab report'. An outstanding Year 11 lesson promoted excellent discussion on a moral issue, with good use of video clips to encourage debate. Students reflected well on the issue in groups and pairs, listening to others carefully. Teachers often provide time to reflect and broaden students' understanding and appreciation of other cultural influences such as West Coast African, Ghanaian drumming, in a music lesson. Satisfactory teaching was characterised by too much teacher talk, which resulted in a lack of pace and challenge. Teachers, often, set explicit objectives for students of differing abilities, but the subsequent work is not necessarily matched closely enough to their current attainment, resulting in all students doing the same level of task. There is not a sufficient focus on collaborative work or independent and extended writing. In some lessons, there is good support for students with disabilities and special educational needs, but the work in lessons is not consistently meeting the learning needs of all students. Marking is frequent and identifies targets for improvement and guidance on how to improve, but this is not

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always acted on by the students and followed up by the teacher. Most parents and carers feel that their children are taught well, but inspectors also found some variation.

**Behaviour and safety of pupils**

Students' behaviour and attitudes to learning are satisfactory. They are cooperative and compliant, but are passive rather than active learners because not enough lessons are developing independent learning skills. Students' behaviour towards each other and around the school is good. Behaviour is less than good when teachers are not consistent in using behaviour management strategies effectively; this was confirmed by students, parents and carers in the inspection questionnaires. Students know how to keep themselves safe. Bullying and racist incidents are rare and the school is a harmonious community. Students from different backgrounds and cultures get on well with each other. Students have a good understanding of different types of bullying, such as cyber-bullying, prejudice-based bullying, and homophobic bullying. They know where to go if they need help and are positive about the work of peer mentors to sort out issues with other students. As a result, students feel safe in school and a large majority of parents and carers agree with that.

Attendance rates are below the national average. Recently, developments have been put in place in order to have a more systematic approach to improving attendance. They include focused, multi-agency work. Punctuality, although improving, remains a focus for the school. Exclusions have reduced by 25% since last year, but school action plus students are over-represented both in exclusion data and as students who are persistently absent.

**Leadership and management**

The school has continued to improve because of the strong leadership from the headteacher in setting high aspirations and ensuring very effective pastoral support for students. Staff morale is high and staff are very proud of their school. There are rigorous systems to monitor and evaluate the progress the school is making, such as data systems to track students' progress. The deputy headteachers communicate high expectations for all. The school provides a very caring environment and its strength is in supporting pupils to overcome barriers to learning and raising aspirations. There are clear lines of accountability which enable senior and middle leaders to ensure the smooth running of the school. The management of teaching is leading to improvements and consistency in lesson planning and marking. There has not been sufficient impact from professional development activities, such as those on literacy and questioning techniques. Thus, teaching is variable across the school. Not all subject development plans have specified actions to improve the quality of teaching. Internal reviews of subjects are too recent to make an impact in this academic year. Middle leaders are increasingly accountable for performance in their areas, but their experience and skills vary in effectiveness.

The school promotes equal opportunities and tackles discrimination well, closing the

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gap in achievement between different groups of students, including those with disabilities and special educational needs and those known to be eligible for free school meals. Students from a range of backgrounds mix well together. The school has, thus, demonstrated that it has capacity to improve, based on a track record of continual improvement.

Members of the governing body review the school's performance, hold the school to account and ask challenging questions. The school meets its statutory requirements and appropriate procedures are in place to keep students safe. The systems for identifying and supporting students whose circumstances may put them at risk are effective, thus ensuring the well-being of students.

The leadership and management of the sixth form are satisfactory. There remains some underachievement because intervention and tracking of students' progress has not always been effective across the partnership. Retention rates are high and indicate students are on appropriate courses.

The broad and balanced curriculum enables students to achieve satisfactorily. The range of GCSE and vocational courses meets students' needs. Through the school's specialism, the 'discipline through sport' programme provides students who are struggling academically with additional help, prizes and the opportunity to meet aspirational sports people and Olympians. There are many opportunities for elite performance in sport. The partnership with local schools in the sixth form increases choice. The development of students' spiritual, moral, social, and cultural development is a strength of the school. These aspects of learning are evident in subjects and promoted through lessons, in personal development, enrichment activities, assemblies, tutor-time, and a broad range of educational visits. The school has good links with a school in Uganda and was visited by survivors of the Rwandan genocide. Students are prepared well for a life in a culturally diverse society.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



4 May 2012

Dear Students

**Inspection of Our Lady and St Chad Catholic Sports College,  
Wolverhampton, WV10 8BL.**

Thank you for the welcome you gave us during the inspection. We found it very helpful to talk to you, look at your work and visit your lessons. You helped us to understand what it is like to be a student at your school.

The school provides you with a satisfactory education. Staff work hard to support you in your work. GCSE results are improving year on year. Your school is a cohesive and harmonious community. It provides you with an inclusive environment for all students regardless of their circumstances. You and your parents and carers are very positive about the school. The school's specialist sports status makes a strong contribution to the life of the school promoting student leadership. There are many opportunities for your spiritual, moral, social, and cultural development, which is a strength of the school. Overall, teaching is satisfactory and improving. The school is an orderly place. Conversations with you indicate that you feel safe and well cared for. The curriculum is broad and you benefit from a wide range of courses. The school promotes equal opportunities and tackles discrimination well, closing the gap in achievement between different groups of students. The sixth form is satisfactory. Sixth-form students are good role models to younger students and play a key role in helping others in the wider community. Your school is led effectively by your headteacher and the team of leaders and managers who are determined to ensure that it provides the best for every one of you. To improve some areas of its work, we have asked the school to:

- raise your achievement by improving your attendance and punctuality, and literacy and numeracy skills
- provide more good or better teaching by matching tasks to your abilities
- improve achievement and provision in the sixth form.

You have a part to play and you can help your school by ensuring that you attend regularly, on time, and take an active part in lessons and in your learning. We wish you all success in the future.

Yours sincerely

Davinder Dosanjh  
Her Majesty's Inspector (on behalf of the inspection team)

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