

Chase Terrace Technology College

Bridge Cross Road, Chase Terrace, Burntwood, WS7 2DB

Inspection dates

5–6 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The achievement of some students in English and mathematics has been too variable over the last three years.
- Not all teachers in all subjects help students develop their reading, writing and communication skills.
- Although improving, teaching is not yet resulting in consistently good progress for all groups of students.
- The sixth form requires improvement because the progress of students is uneven in different subjects.
- Teachers do not always make learning activities sufficiently varied or challenging, particularly for more-able students.
- Students do not have sufficient opportunities to work on their own and find things out for themselves.
- Students do not have enough time during lessons to respond to advice from teachers to help them improve their work.

The school has the following strengths

- Leadership at all levels is good. The headteacher has already driven through some key improvements, and leaders share his ambition for this to be an outstanding school.
- Leaders have good procedures in place to check the quality of teaching. As a result, the quality of teaching and students' achievement are already improving.
- Governors know the school well and understand the priorities for improvement. They provide good support and do not hesitate to hold school leaders to account.
- Behaviour in lessons and around the school is good, and students feel safe. Their high rates of attendance and good punctuality show that they enjoy school.
- The school promotes students' spiritual, moral, social and cultural development well. Students and staff have a strong sense of belonging to the school community.

Information about this inspection

- Inspectors observed 47 lessons taught by 46 teachers, of which three lessons were observed together with senior leaders. In addition, inspectors made shorter visits to lessons to observe students' learning in different subjects. Inspectors listened to students read, attended two assemblies and observed tutor-group activities and break times.
- Meetings were held with four groups of students, governors, a representative from the local authority, school leaders and other staff. Informal discussions took place with staff and students.
- Inspectors observed the school's work and read a wide range of documents, including the school's self-evaluation and plans for improvement, data on students' current progress and the school's review of examination results, and records of behaviour and attendance. They checked on how the school keeps its students safe and also looked at students' books, records of checks on the quality of teaching, minutes of governing body meetings and external reports.
- Inspectors took account of 95 responses to the online questionnaire (Parent View) and the views of four parents who contacted the inspection team, and the school's recent survey of parents. They also considered information from 73 staff questionnaires.

Inspection team

Elizabeth Cooper, Lead inspector	Additional Inspector
Terence Payne	Additional Inspector
Richard White	Additional Inspector
Philip Drabble	Additional Inspector
Christine Young	Additional Inspector

Full report

Information about this school

- Chase Terrace Technology College is larger than the average secondary school.
- The proportion of students known to be eligible for the pupil premium is below average. In this school, the pupil premium provides additional funding for looked-after children and students known to be eligible for free school meals.
- The proportion of disabled students and those who have special educational needs supported through school action is in line with the national average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- Most students come from White British backgrounds. The proportion of students who speak English as an additional language is well below the national average.
- The proportion of students who join the school after the usual start in Year 7 is below average.
- A small number of Year 11 students attended work-related courses at South Staffordshire College and The Bridge Centre Short Stay School. The on-site vocational centre is attended by students from Chase Terrace and from four other local secondary schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school was recently awarded the Dyslexia Friendly School Quality Mark.

What does the school need to do to improve further?

- Make sure that teaching enables students to make consistently good progress, by:
 - making effective use of the available information on students' progress and attainment to plan tasks and activities that are sufficiently demanding for all students, especially the more able
 - broadening teaching approaches to challenge students and stimulate their learning
 - giving students the skills and opportunities to learn independently and develop their own ideas and ways of working
 - making regular time available for students to respond to the helpful advice given by teachers in marked work
 - giving staff opportunities to share the very best teaching across all subject areas.
- Improve student achievement by:
 - making sure that students have understood what they have learnt in mathematics by providing more opportunities for them to explain how they have solved problems
 - making sure all teachers help students to develop their reading, writing and communication skills across their different subjects.

Inspection judgements

The achievement of pupils

requires improvement

- Students join the school with broadly average standards in reading, writing and mathematics. The proportion of students gaining five or more GCSE qualifications at A* to C including English and mathematics is broadly average. However, standards are not high enough to suggest that students have made good progress.
- In English, in 2012, standards were lower than in previous years. Most more-able students made the expected amount of progress and some made good progress, however, students of other abilities did not achieve as well.
- There was a notable improvement in the proportion of students gaining A* to C grades in mathematics in 2012 compared to the previous year. More less-able students made good progress from their starting-points than nationally, but fewer other students did well.
- In 2012, students with a statement of special educational needs achieved exceptionally well because they received high-quality individual support from teachers and other adults. The small number of students supported at school action plus did not do as well. However, students on school action plus are now receiving extra support in small group sessions in English and mathematics, and this is helping them make similar progress to other students. Students appreciate the extra help they are given.
- The school entered some students early for GCSE examinations in mathematics, and in English students completed controlled assessments early in Year 11. The external results showed that attainment in both subjects is rising. In two mathematics lessons observed, Year 11 students, including students in a top set, showed considerable determination to improve on the grades they had already achieved. In the top set, the teacher's stress on setting out their calculations in a more sophisticated way helped the most-able students prepare for the highest grades in GCSE and beyond.
- The school uses its pupil premium funding to pay for additional staff, including adults who give one-to-one support to students known to be eligible for free school meals. The funding paid for information, advice and guidance which helped to raise students' ambitions. In 2012, students known to be eligible for free school meals in English were over a year behind other students. In mathematics, they were almost two years behind the other students. However, in both subjects, students known to be eligible for free school meals made better progress than students who were not eligible for the pupil premium. There were too few looked-after children in the school to comment on their standards without identifying individuals.
- The school makes sure that a small number of students who find it difficult to cope with school are successful in courses at local colleges. All these students achieved work-related qualifications which the school was not able to offer and have moved on to the next stage in their education.
- More students are now making better than expected progress at Key Stage 3, because of improving teaching. However, not all pupils achieve consistently well in mathematics because they are not always able to explain how they have worked out their answers.
- Pupils who are eligible for the Year 7 catch-up premium are doing well in reading because they have received good support from their Year 12 reading mentors. The additional support given by the extra teachers in English and mathematics lessons and the small group teaching in the 'Skills

Club' have helped students catch up with their learning.

- In the sixth form, students achieve well in a number of subjects, including design and technology, history and photography, and they make good progress in the courses leading to the BTEC awards. Not all subjects have this level of good achievement, however, and overall students make progress which is no more than would be typically expected in a sixth form.

The quality of teaching

requires improvement

- Although leaders have succeeded in driving important improvements to teaching, so that much of the teaching seen during the inspection was good, teaching requires further improvement because it has not yet made sufficient difference to the achievement of students over time. This is particularly the case for more-able students.
- Some learning lacks a sense of urgency, particularly where students spend time writing out the aims of the lesson before any learning activity begins.
- Not all learning involves students fully in their learning. Much learning is led by teachers, with questions asked of students who put their hands up, and this means that students have fewer opportunities to take part or to work together. In many books, there was limited evidence that students had the opportunity to respond to their teachers' often detailed advice.
- Sometimes, students have the opportunity to take charge of their own learning. In an outstanding science lesson, groups of Year 7 students enjoyed discussing how to avoid accidents when using chemicals in the home, and became excited when they realised why the skin can be damaged by irritants. In some subjects, such as modern foreign languages, students learn from each other because they are encouraged to comment on each other's work.
- In the best lessons, learning starts from the word go. In an outstanding design and technology lesson, Year 11 students enthusiastically launched into swapping ideas with their classmates about their products, giving each other positive advice.
- The library sessions and practice with adults during tutor time are helping Year 7 students to become confident readers. The 'Skills Club' supports lower-attaining Key Stage 3 students in catching up with their reading and spelling.
- In their design and technology lessons, students use their mathematical skills well. In a Year 8 lesson, students showed considerable skill in making precise measurements for drilling on their clock faces. Not all teachers plan how to develop students' reading, writing and communication skills in lessons, and some students do not use subject-specific language accurately.
- Teaching of work-related subjects in the school's Vocational Centre and for the small number of students who attend off-site courses is good. In these lessons, teachers help students gain valuable skills for the world of work through practical experiences ranging from bricklaying to giving beauty treatments.
- Teaching in the sixth form requires improvement because there is not yet enough evidence of students' good progress in the examination results. However, a number of strengths were seen in the lessons observed. Students readily take responsibility for planning, organising and completing their work. In an outstanding photography lesson, the teacher's questioning inspired students to explore their work in depth, helping them develop the sophisticated techniques needed for the highest grades.

The behaviour and safety of pupils are good

- Behaviour in lessons and around the school is good, and this contributes to a safe and orderly environment. The very large majority of parents or carers who responded to Parent View agreed that their child is safe at the school.
- Students get on well together and they are polite and helpful.
- Students are characteristically keen to learn. They willingly answer teachers' questions and contribute to lessons. Where they are encouraged to work responsibly to develop their own ideas, students behave extremely well. Occasionally, when teachers give lengthy explanations, a few students become less interested, although they rarely stop other students from learning.
- Students have a good awareness of the dangers of bullying, including cyber- and prejudice-based bullying. Students are confident that staff will sort out occasional incidents of bullying.
- The vast majority of staff who returned the questionnaire agreed that behaviour is good. This was supported by findings in Parent View and the school's recent survey of parents.
- Students appreciate the school's rewards system where they are given 'personal best' points for their efforts. There is a strong community spirit within the school, with students and staff united in their efforts to support the aspirations of a sixth-form student to raise £50,000 for the Teenage Cancer Trust through a broad range of fundraising activities.
- Leaders have worked hard with parents and carers and students to make sure that students come regularly to school. Attendance is now above average. Most students are punctual to their lessons.
- Students in the sixth form greatly enjoy school and value the support provided. One student said, 'Staff are always willing to offer extra help both in lessons and at other times'. Students show an impressive commitment to the school by tutoring Year 11 girls in mathematics, supporting Year 7 students in the Reading Challenge, and taking the lead in charity events.

The leadership and management are good

- The headteacher, together with the senior team and the governing body, have succeeded in driving through important changes that are moving this school forward.
- Senior leaders judge teaching accurately and hold teachers to account for the quality of their work. They have been successful in their efforts to remove any weak teaching through good staff training and frequent checks on the quality of teaching. No inadequate teaching was seen during the inspection and few lessons required improvement.
- Teachers' pay and their promotion are firmly linked to good teaching. The vast majority of staff are positive about all aspects of the school. One said, 'I am very proud to work at CTTC. The staff are very caring and always strive to do their best.'
- Teachers in charge of subjects check the quality of teaching and students' progress regularly. The regular programme of 'buddy book swap' and working in threes helps teachers to learn from each other.

- The school has a wide range of subjects, and students appreciate the guidance they receive on courses of study and career choices. As a result, all students go on to some form of education, employment or training. The school has played a leading role in working with other schools and the college to offer work-related courses. It has built strong partnerships with a wide range of agencies to better support its students.
- The 'gifted and talented day' hosted by the school provided a wealth of science and language activities, which visiting primary school pupils clearly enjoyed. Parents and carers praise the way in which the school helps Year 7 students settle.
- During a moving assembly, Year 10 students reflected about making the most of their lives ahead. Through the personal, social and health education programme, students discuss healthy and safe choices. The links set up with schools in Germany, Egypt and China, as well as more locally with a school in Handsworth, have helped students develop cultural awareness. Students thoroughly enjoy taking part in the annual musical and the art exhibitions. This all contributes well to students' spiritual, social, moral and cultural development.
- The school receives good support from the local authority. For example, mathematics teachers observed a Year 7 lesson led by the adviser which helped students explore mathematical ideas. This provided good training for teachers in tackling an area for improvement highlighted by the subject inspection in January 2012.
- Day-to-day management of the sixth form is good. Students appreciate the good support they receive from sixth form leaders when applying for higher education.
- Arrangements for students' welfare, health and safety are robust, and all statutory requirements for safeguarding are met.
- **The governance of the school:**
 - Governors come to the school regularly to visit lessons and to meet with school leaders. The Chair of the Governing Body makes a point of seeking out staff to praise them for their work, showing strong support to the school.
 - Governors are accurate about the strengths of the school and what needs to be improved. Their good knowledge of the quality of teaching and students' achievement means that they ask searching questions of school leaders. They keep an eye on how the pupil premium is used to help students who have free school meals make faster progress.
 - Governors make sure that the management of staff performance is used to improve the school and expect promotion to be linked to teaching that is at least good. They know how the school rewards good teaching and tackles any underperformance.
 - Governors keep up to date through regular training, including in understanding school performance information. They help new members of the governing body become confident in their role, so that they quickly put their skills and experience to good use.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124443
Local authority	Staffordshire
Inspection number	402258

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	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1338
Of which, number on roll in sixth form	202
Appropriate authority	The governing body
Chair	Di Evans
Headteacher	Stuart Jones
Date of previous school inspection	25 November 2009
Telephone number	01543 682286
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