

Chatsworth High School and Community College

Chatsworth Road, Eccles, Salford, Greater Manchester, M30 9DY

Inspection dates

1–2 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Regardless of their starting points, age or background, all students make good progress and for many it is outstanding.
- By the time students leave school they attain many externally accredited awards, celebrating their excellent achievements.
- Teaching is typically outstanding and never less than good. Teachers' subject knowledge is excellent as is their assessments of students' individual needs.
- As a result, lessons are characterised by carefully planned activities, pitched at just the right level for all students. This allows lessons to move along at a swift pace.
- Teachers know how to make learning relevant and fun, while having very high expectations of what students should achieve.
- Students behave exceptionally well around school and their outstanding attitudes to learning are a significant factor in the excellent progress they make in their lessons.
- The Community College is outstanding and successfully builds upon the excellent practice seen across Key Stage 3 and Key Stage 4.
- The headteacher has established a highly effective leadership team. Together they have a well-defined vision of what makes an outstanding school.
- Their relentless drive to improve the quality of teaching is successful and all staff are exceptionally ambitious to ensure that this safe and caring school continues to improve.
- Teachers who are responsible for leading improvements in English and mathematics are new to their role and benefiting from well-designed training opportunities.
- Robust procedures are firmly established, providing all leaders with an accurate view of what is working well and what could be better still.
- Planned actions are currently being implemented to further improve students' attainment in mathematics. These steps are already starting to make a difference, but will require careful checking, for example by middle leaders, to ensure their complete success.
- A highly experienced governing body carries out its duties to ensure all students receive the best possible education and care.

Information about this inspection

- Inspectors observed 21 lessons or small group activities, of which 10 were joint observations with members of the school’s senior leadership team.
- Meetings were held with members of the governing body, senior leaders, subject leaders, school staff and a representative from the local authority.
- Inspectors talked to students in lessons about their work, looked at books and coursework, heard students read and also met with a group of students.
- Inspectors spoke to a number of parents, took account of a recent school survey and received a number of phone calls during the inspection. However, there were not enough responses to Parent View, Ofsted’s online survey, for inspectors to be able to view.
- Inspectors took account of 34 questionnaires returned by members of staff.
- Inspectors observed the school’s work, looked at progress data, performance management information, records relating to behaviour and attendance, as well as documents relating to safeguarding.

Inspection team

Jim Alexander, Lead inspector

Additional Inspector

Maureen Coleman

Additional Inspector

Full report

Information about this school

- Students who attend Chatsworth High School and Community College either have severe learning difficulties or profound and multiple learning difficulties. A number also manage challenging behavioural difficulties.
- All students are supported by school action plus, or are disabled or have a statement of special educational needs.
- The proportion of students who are supported by the pupil premium fund is above average. The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals, children from service families and those that are looked after by the local authority.
- The proportion of students from minority ethnic groups is below average.

What does the school need to do to improve further?

- Ensure middle leaders keep a close check on the actions currently being taken to further improve students' attainment in mathematics.

Inspection judgements

The achievement of pupils

is outstanding

- When students start school their standards of attainment are exceptionally low compared with those typically expected for their age. However, they are helped to settle quickly, develop fantastic attitudes to learning and soon make the most of what this outstanding school has to offer.
- All students in Key Stage 3, Key Stage 4 and in the Community College make good progress in their reading, writing and mathematics and for many it is excellent. As a result, by the time students leave school they attain many externally accredited awards.
- There are no underachieving groups and all make much faster progress from their starting points than typically expected. This is because teachers plan carefully and cater for the wide range of individual needs within their class. As a result, students who are sensory learners, supported learners, or who are able to work more independently make the same excellent progress in their learning.
- Students from minority ethnic groups are supported to make equally outstanding progress and this typifies the school's commitment to promoting equality of opportunity, fostering good relations and tackling discrimination.
- Much is achieved to improve students' communication and language skills and also to develop lifelong learning skills. The school also helps students to acquire business enterprise skills and they have developed a good range of media broadcasting skills.
- Pupil premium funding is used well. As a result, students who are looked after by the local authority or who are known to be eligible for free school meals make the same excellent progress as others in the school.
- The school's robust system to track students' progress has highlighted that all students make good progress in their mathematics and for some it is outstanding. However, students make better gains in their communication and literacy work than they do in their mathematics.
- Plans have been developed, staff trained, timetables reorganised and resources allocated to further improve students' attainment in mathematics. These actions are already making a difference.

The quality of teaching

is outstanding

- Teaching is outstanding and consistently strong across all year groups. Teachers' use of assessment to plan work at just the right level for each individual student is highly effective.
- The quality of guidance is excellent and expectations are high. The speed with which students respond to what teachers ask of them is also impressive.
- Throughout lessons, targets are regularly reviewed and learning is moved swiftly on when students are ready for more.
- Teachers and support staff are very experienced to know when to step in and support learning and when to give students time and space to work things out for themselves. This supports the development of students' independence exceptionally well.
- The school's Communication Team is also highly effective. Experienced staff ensure that their support is dovetailed to successfully meet the needs of students.
- Students are taught to take pride in their work and consequently the quality and presentation of written work, for example, is high.
- Throughout the school, students' spiritual, moral, social and cultural development is excellent. Relationships are very positive and staff have effective ways to encourage students to manage their own behaviour well.

The behaviour and safety of pupils are outstanding

- In lessons, students' excellent contribution to their learning is impressive. They respond very positively to the wide range of activities on offer and work exceptionally hard for sustained periods of time.
- Around school they are courteous, polite and some enjoy a mischievous sense of humour. Relationships between students and staff are warm and friendly. Older students provide very good role models for younger students within school.
- Attendance for all groups of students is high and continues to improve every year.
- Students are well informed about different types of bullying and know how to keep themselves safe. Parents agree that their children are happy to attend school and are kept safe. Parents appreciate the many after-school activities available. A typical comment was, 'my child's social life is wonderfully enriched by all the school offers'.
- School records regarding behaviour and safety are meticulously kept and provide further evidence that students' behaviour is excellent. Those who may need extra help to manage their own behaviour are exceptionally well supported.

The leadership and management are outstanding

- Leaders and managers at all levels work very effectively as a team in the continuous drive for improvement. This has ensured students' achievement has improved since the time of the last inspection and is outstanding.
- It is because of the inspirational leadership of the headteacher, in close collaboration with senior leaders, that a greater proportion of teaching is now consistently outstanding.
- All leaders regularly check the robustness of the quality of teaching in lessons and over time. Staff training is a high priority in the school and arrangements to support colleagues new to the leadership role are effective.
- A comprehensive performance management process is firmly established and regular meetings to check on students' progress enable leaders to hold teachers robustly to account for achievement in each class.
- Leaders ensure that while English and mathematics are a high priority, much time is also given to develop students' interests and skills in a wide range of subjects. The excellent curriculum is enhanced by many visits and visitors. There is also a wide variety of work experience opportunities for older students.
- The process for checking the school's performance is robust and accurate. This ensures that appropriate priorities are identified in the school development plans.
- The local authority provides light-touch support for this outstanding school. Indeed, the school is so well regarded that it regularly supports improvements in other schools within the local authority and beyond.
- **The governance of the school:**
 - The governing body is highly effective. Governors attend training and are exceptionally well informed, bringing a wide range of experience to their work. They offer the right balance of support and challenge to ensure the school continues to improve. They have a secure understanding of the quality of teaching and use the performance management systems to reward good teachers through progression along the pay scale. They also use data to effectively monitor the school's performance. They are fully involved in the decision making about how pupil premium funds are used and are developing robust skills to check up on its impact. Governors have planned with leaders what steps are required to further improve attainment in mathematics. Safeguarding arrangements meet requirements and are firmly established.

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	106010
Local authority	Salford
Inspection number	426052

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

Type of school	Special
School category	Community special
Age range of pupils	11-19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	92
Of which, number on roll in sixth form	41
Appropriate authority	The governing body
Chair	Glyn Sheriston
Headteacher	Dr Martin Hanbury
Date of previous school inspection	14 September 2010
Telephone number	0161 9211405
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