

Cheslyn Hay Sport and Community High School

Saredon Road, Cheslyn Hay, Walsall, WS6 7JQ

Inspection dates 2–3 June 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Governors and leaders know the school well. They have systematically tackled areas of weakness and brought about improvements in the quality of teaching and many aspects of achievement.
- Leaders have high expectations. Staff are held to account for the achievement of the students they teach. Teachers receive effective training and support in order to make ongoing improvements to their teaching.
- Many students make outstanding progress in English. Achievement in mathematics, though less consistent, has recovered strongly from a dip in 2014 and is now good.
- Students achieve well across a range of other subjects.
- Teaching is good. Effective planning and well-chosen activities engage students and help them to make good progress in the majority of their lessons and over time.
- Positive relationships between teachers and students foster students' good attitudes to learning. Students are courteous and respectful, demonstrating high levels of conduct both in lessons and at informal times of the day.
- Students attend well and the numbers of students excluded from school is below average. This further shows students' positive attitudes to school and good behaviour.
- Students feel safe and understand how to keep themselves safe from a range of risks.
- The curriculum is broad and balanced. A wide range of additional activities and strong careers guidance prepare students well for their next stage of learning.
- The sixth form is good. Highly effective leadership has secured a rapid improvement in the standards of teaching and achievement.

It is not yet an outstanding school because

- Although leaders have secured improvements in both the achievement and attendance of disadvantaged students, these students do not yet achieve or attend as well as their peers in school or other students nationally.
- Boys do not achieve as well as girls in the school.
- Students' achievement in science and modern foreign languages is rising, but not yet as good as in other subjects.
- Not all subject leaders are as effective at improving teaching and achievement in their areas as the best in the school.
- Achievement in academic subjects in the sixth form, although improving quickly, is not outstanding.
- Sometimes students do not learn as quickly as they are capable of because teachers do not take into account what students already know or can do when setting activities.

Information about this inspection

- Inspectors observed students' learning in 43 lessons or parts of lessons. They carried out some joint observations with the school's senior leaders. Observations of other aspects of the school's work were also made, such as tutor time and sessions in the school's 'ACE centre'.
- Inspectors also looked at students' books and folders during lessons and as a separate activity.
- Meetings were held with groups of students, governors and school staff, including senior and middle leaders. Informal discussions also took place with staff and students. A telephone discussion was held with the local authority's school improvement adviser.
- There were 98 responses to the online Parent View questionnaire that provided evidence for the inspection.
- Questionnaire returns from 46 members of staff were analysed.
- Inspectors looked at a range of documentation, including the school's self-evaluation and development plans, school policies, external reviews of the school and minutes of meetings of the governing body. Information about students' progress, attainment, attendance and exclusions was also examined as were the school's records of safeguarding, checks on the quality of teaching and marking, and information about the way teachers' performance is linked to salary scales.

Inspection team

Chris Chapman, Lead inspector	Her Majesty's Inspector
Paul Wilson	Additional Inspector
Guy Shears	Additional Inspector
Julia Morris	Additional Inspector
Michael Miller	Additional Inspector

Full report

Information about this school

- Cheslyn Hay Sport and Community High School is a larger than average-sized secondary school with a sixth form. When it was last inspected by Ofsted it was judged to be outstanding overall.
- The proportion of disadvantaged students, who are those eligible for support from the pupil premium (additional funding provided by the government for students known to be eligible for free school meals and children looked after in public care), is below average.
- The proportion of students who are disabled or have special educational needs is broadly average.
- A very large majority of students are from White British backgrounds.
- The proportion of students who speak English as an additional language is well below average.
- A number of students in Key Stage 4 take courses at places away from the school site. At the time of the inspection, four students attend other providers full-time and 26 part-time. These places include: The Hollies Pupil Referral Unit, South Staffordshire College; the Wightwick Vocation Centre, The Vine Education Trust Second Chances School, Nova Training, the Independent Learning Centre, Cannock, Jane Lane Vocational Centre and VIP Hairdressing.
- In 2014, the school met the current government floor standards which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching, so that all students make outstanding progress by:
 - securing challenge for all students by setting work that takes into account their prior learning and abilities
 - ensuring that all teachers consistently apply the school's policy for marking, so that the guidance teachers' offer leads to rapid gains in students' progress
 - seizing opportunities to develop the numeracy skills of students in subjects outside of mathematics.
- Further raise achievement, closing the gaps between the achievement of different groups of students, including disadvantaged students and their peers and between girls and boys, by:
 - strengthening, in response to rigorous evaluation, programmes of additional support to ensure that they have a rapid and sustained impact on accelerating the progress of identified students
 - further improving the attendance of disadvantaged students so that they attend as well as their classmates
 - ensuring that all teachers have the skills to confidently meet the needs of different students in the classroom.
- Continue to improve achievement in academic subjects and in GCSE mathematics re-sits in the sixth form so that students make outstanding progress.
- Further strengthen the skills of subject leaders so that all are as successful as the best in driving forward improvements in teaching and achievement in order to close remaining gaps between the outcomes of students in different subjects.

Inspection judgements

The leadership and management are good

- The headteacher, supported by an effective leadership team, has established a caring, inclusive school culture built on high expectations and high aspirations for students. Consequently, leaders have secured good behaviour, good teaching and good achievement. A strong focus on developing the personal skills and qualities of students, and the wide range of opportunities offered to students ensures that students are well-prepared for their next stage of learning.
- As a result of accurate self-evaluation, leaders are able to identify any areas of weakness in the school's performance. They systematically tackle these weaknesses and bring about improvements. Leaders' success in this demonstrates good capacity for sustained improvement.
- Most of the school's policies have been effective in establishing consistent procedures across the school. However, policies that support the delivery of numeracy are not embedded. The school's policy for marking is applied with increasing consistency, but not all staff follow this guidance as well as others.
- Leaders monitor rigorously the quality of teaching in the school and use the range of information they gather to arrive at accurate judgements. This enables leaders to put in place additional support to ensure that all teachers meet the required standards. Well-thought out plans for training focus on carefully identified whole school priorities and on the needs of individuals. As a result, the quality of teaching is good and improving.
- Leaders set exacting targets for teachers' performance using information about students' achievement and the Teachers' Standards. Whole school priorities, such as improving the progress of disadvantaged students, are also driven through teacher's targets. Salary progression is linked to these targets so that teachers are rigorously held to account for improving their teaching and making sure the students they teach make at least good progress.
- Leaders set challenging goals for students' achievement and systematically check the progress students make. As a result, they have a clear view of the achievement of different groups of students and take timely action should students start to fall behind.
- Subject leaders are both well-supported and held to account. Recent appointments have strengthened leadership in some areas that have been weaker in the past and these leaders are demonstrating a positive impact on standards in their subjects. Some inconsistencies in students' achievement between subjects mean that not all subject leaders are yet as effective as others.
- The impact of additional funding for disadvantaged students, known as the pupil premium, is carefully monitored. Leaders have evaluated their use of this funding to strengthen the support that is offered to raise the achievement and attendance of disadvantaged students. As a result, the spending of this funding is having a better impact than it has done in the past. Outcomes for disadvantaged students are not yet as good as their classmates and leaders are aware of the need to refine their deployment of this spending to promote continued improvements.
- The curriculum is broad and balanced. Reviews of subjects offered at Key Stage 4 and of entry requirements to courses Key Stage 5 have led to positive changes so that students follow pathways that are better suited to their needs. Effective support is offered to improve the basic skills of lower ability students on entry.
- Students enjoy a wide range of additional opportunities to develop their personal skills and interests. The 'Wellbeing' curriculum, assemblies, tutorials, study of religious education and visits, including international visits, foster students' awareness of how to keep themselves safe, and their understanding of different faiths and cultures. Modern British values and students' spiritual, moral, social and cultural understanding are promoted successfully.
- An effective programme of careers education and access to independent careers advice and guidance supports students' progression to their next phase of learning well. As a result a higher than average proportion of students progress successfully to their next phase of learning.
- Safeguarding arrangements meet statutory requirements. Procedures to keep children safe are clear and understood by all staff.
- Good commissioning arrangements and careful checks with providers ensure that students who are educated off-site either part-time or full-time are safe, attend their placements and are achieving their potential.
- Equality of opportunity is firmly embedded in the school's ethos. Gaps between the achievement of boys and girls, and disadvantaged students and their peers are beginning to close more quickly. This demonstrates that leaders are increasingly successful in realising their aspirations. Effective work within the school's 'ACE centre' focuses on removing barriers to learning for students and is securing better

achievement, behaviour and attendance for many identified students.

- The very large majority of staff, students and parents are supportive of the work of the school. They feel that the school is well led.
- The local authority have not monitored the school carefully enough. They failed to identify that the school's performance was no longer outstanding and did not act in response to some aspects of the school's achievement, such as mathematics, that declined last year. Additional support and challenge was not provided to the school.

■ The governance of the school:

- Governance is good. Governors are clear about their role in setting the strategic direction of the school. Their belief that 'every child counts' permeates the school ethos.
- Governors know the strengths of the school and what areas need to be further developed. They have received training so that they understand how the school performs in relation to other schools nationally. Governors also visit subject areas so that they have first-hand experience of how well departments are doing.
- Governors are well informed about how the pupil premium is spent and the impact of this spending on disadvantaged students. Governors recognise that this is a whole school priority.
- Governors offer a good level of challenge to the headteacher and other leaders. They oversee the headteacher's performance management and ensure that good teaching is rewarded and underperformance tackled through decisions about teachers' pay progression.
- Governors are efficient in meeting their statutory duties with regard to safeguarding, promoting equal opportunities and in ensuring the financial probity of the school.
- The governing body is currently being reconstituted in order to further strengthen its effectiveness and impact.

The behaviour and safety of students are good

Behaviour

- The behaviour of students is good.
- Students' good attitudes to learning have a positive impact on their progress in lessons and are further reflected in their engagement in the wider life of the school. Behaviour is not yet outstanding, because some students do not demonstrate a thirst for learning in their lessons.
- A clear system of rewards and sanctions helps students to understand how they are expected to behave.
- Students are polite, courteous and respectful to adults. In lessons, mutual respect between students and adults creates a positive climate for learning.
- Behaviour around the school site is invariably good. A warm, friendly atmosphere prevails. Students conduct themselves sensibly during break and lunchtime. They move efficiently between lessons so that no learning time is wasted. Although students are well-supervised, inspectors also saw how students also self-managed their behaviour.
- Students look smart and wear their uniforms with pride. For many, this pride also extends to the presentation of their work.
- Effective systems for monitoring students' behaviour enable leaders to identify students who are at risk of becoming disengaged or who are beginning to present challenging behaviour. Regular meetings are held between key leaders, known as 'mini-CHIP' meetings, to put in place additional support for these students. Appropriate and timely involvement of outside agencies is used when needed. As a result, leaders are able to bring about improvements in students' behaviour over time.
- Students' good behaviour is reflected in the lower than average rates of permanent and fixed period exclusions.
- Students say that behaviour across the school is good. The large majority of parents and staff share this view.

Safety

- The school's work to keep students safe and secure is good.
- Students learn about a broad range of risks through their 'Wellbeing' programme. As a result, they know how to keep themselves safe from harm when working on-line, the risks of drugs, alcohol and how to be safe in relationships. Students demonstrate limited awareness of the risks of radicalisation and extremism.

There is little coverage of this in students' programmes of study. Leaders have now engaged with the 'Prevent' strategy and plans are in place to further develop students' awareness of these dangers.

- Students say that they feel safe and that bullying is rare. They understand the dangers impact of bullying, including cyber-bullying, through the school's work to promote awareness of these issues. They feel confident in reporting any concerns to members of staff and that any such issues they report will be resolved. Although students are aware that homophobic bullying and derogatory language is unacceptable, students did say that some name-calling does occur.
- The very large majority of parents who responded of Ofsted's Parent View survey said that their child was safe, happy and well looked after.
- Students act sensibly in response to risks in lessons. For example, in a Year 7 food technology lesson, students were attentive to any potential risks in their practical work because these had been clearly explained during the teacher's demonstration.
- Students' attendance is above average. The proportion of students who are regularly absent from school is low. However, the attendance of disadvantaged students, although improved as a result of a wide range of additional support, is not yet as high as that of others in the school.
- Leaders have robust practices to safeguard students. Clear procedures identify students who may be at risk or are vulnerable and good links with outside agencies ensure that any issues are swiftly referred when this is appropriate.
- Risk assessment and health and safety procedures are thorough.
- Leaders work closely with other providers to ensure there are clear protocols in place to keep students who attend off-site provision safe. Students' behaviour is good because the courses they follow are well-matched to their needs and interests.

The quality of teaching

is good

- Positive relationships between staff and students foster good and sometimes outstanding attitudes to learning. The vast majority of teachers have high expectations of students. Most students are motivated in their learning, engage enthusiastically in activities and work well in a range of contexts.
- Teachers plan lessons effectively. Lessons are well-structured and teachers use a range of different approaches to make learning interesting for students. This supports students' progress. In a Year 9 drama lesson for example, well-considered activities and carefully structured group work generated high levels of enthusiasm, collaboration and peer support amongst students. As a result, all students and groups of students made rapid gains in their knowledge, skills and understanding.
- Skilful questioning is a powerful feature of many lessons. Teachers ask questions to check students' learning and insist that students elaborate on their responses and explain their reasoning. This encourages students to think more deeply about their learning and quickens their progress.
- Teachers have good knowledge of their subjects and use this to set a clear direction for what students need to learn by the end of the lesson and what students need to do to make good progress. In a Year 8 mathematics lesson, the teacher's clarity of explanation and inspirational delivery of 'bearings' captured students' interests in this new topic and enabled them to quickly secure their understanding of key mathematical concepts.
- Literacy is promoted well across the curriculum. Teachers actively seek to secure and extend students' use of subject-specific terminology in lessons. Discussion opportunities develop students' oracy skills. Teachers also adopt effective approaches to supporting students' writing. In a Year 9 biology lesson, students explored examples of scientific articles and were provided with materials to support the structure of their writing. As a result, they approached an extended writing task with confidence because they had a clear understanding of the style of writing they needed to produce.
- The delivery of numeracy across the curriculum is not as developed as that of literacy. Leaders are aware of this and have put plans in place to address this.
- Teaching assistants are well-deployed in lessons to support the needs of those students with disabilities or special education needs. Teachers share their planning so that teaching assistants are able to provide effective input into lessons because they have a clear understanding of what students need to achieve. A range of strategies are used to meet students' needs and guide students' learning. This has a positive impact on students' progress.
- Teachers' marking of students' work is often regular and provides helpful guidance that students use to improve their work. However, not all teachers apply the school's marking policy consistently. As result, some guidance offered does not have as strong an impact on students' learning and progress.
- Many students take pride in their work. However, some boys are not encouraged to present their work as

well as they could do. Increasingly teachers are challenging this because they have increasingly higher expectations of all students.

- Teachers are increasingly aware of the needs of different students in their classes, including disadvantaged students. Variations in the achievement between different groups mean that not all teachers are fully successful in meeting the needs of their students.
- In some lessons, students' learning is slowed because teachers do not take students' prior learning and abilities into account well enough. Sometimes the most able students are not given the opportunity to move on to more challenging tasks when they are capable of doing so because their learning is not checked carefully enough.
- Homework tasks are well-planned so that students build on and extend their learning from lessons and have further opportunities to apply their skills independently.

The achievement of students

is good

- Published data for the 2014 academic year does not reflect the final achievements of students. This is because leaders decided that it was not in the best interests of students to change from the planned course of action to enter students for their English and mathematics examinations early with the opportunity of re-sitting their examinations in the summer.
- Students enter the school with broadly average attainment at the end of Key Stage 2. By the time they leave Key Stage 4, the proportion of students gaining five or more A* to C grades has been above or significantly above that of other schools. Other measures of students' overall attainment across a range of subjects, known as 'capped points score' are significantly above average. This shows that students make good progress across the subjects they study. Information presented by the school shows that current students are attaining even better standards.
- From their individual starting points, the proportion of students making expected or better than expected progress in English has been consistently above that of other schools. Information presented for current students on roll shows that this high performance should be sustained.
- Last academic year, students' progress in mathematics dipped. A key factor in this was the departure of a number of staff from the mathematics department during the course of the year. This issue has now been addressed and further improvements have been made as a result of new leadership. Consequently, students are now making better progress than other students nationally, from the majority of their starting points. Inspection evidence confirmed this through scrutiny of students' work and looking at students' achievement in lessons.
- Students' attainment across a range of other subjects is good and improving. Students attain well in English literature, art and design, history, geography and physical education.
- Weaker achievement in science has been tackled successfully. Leaders have acted robustly and decisively to strengthen leadership and the quality of teaching. As a result, they have secured improvements. Attainment in modern foreign languages is also improving, but less strongly.
- The progress of disadvantaged students is rising. This is because leaders have made this a whole-school priority. In both English and mathematics, the students' final performance demonstrates that disadvantaged students are now making much better progress than they have done in the past and are approaching, but still below that of other students nationally.
- The school's analysis of the final results of disadvantaged students shows that the in-school gaps between disadvantaged students and their classmates have narrowed from more than one grade to three quarters of a grade in both English in mathematics. In English, the gap with other students nationally was only one third of a grade. In mathematics the gap is still too wide at one grade, but is narrower than it has been in the past.
- The most able students achieve better than other students nationally in English. Their good attainment across the curriculum is reflected in the higher than average proportions of A or A* grades secured in many subjects. They did not achieve as well as they should have in mathematics or science in 2014. However, current achievement data shows considerable improvements in these subject areas.
- Although the achievement of boys compares favourably to that of other boys nationally, they do not achieve as well as girls in the school, particularly in English. As a result of more targeted teaching strategies, boys are now making better progress and this is reflected in the school's records of current students on roll.
- Students who join the school with below average attainment in Year 7 receive effective additional support to help them to catch-up in English and mathematics. As a result, many students are making rapid progress in their numeracy and reading skills.

- The small number of students who speak English as an additional language make good progress and achieve well.
- Disabled students and those who have special educational needs are benefitting from well-targeted support and intervention both within and outside of the classroom. Provision has been strengthened in response to a thorough review undertaken by leaders. As a result, from their starting points, most students are achieving well.
- The school no longer enters students early in English and mathematics. In the past, this practice has limited the achievement of some of the most able students in mathematics as they have been progressed onto other courses.
- Students in Key Stage 4 who study courses with off-site providers follow a curriculum that is adapted to their particular needs and interests. Good links are maintained with the providers and the progress of these students is carefully tracked. These students value the opportunities available to them, and make good progress towards qualifications and in their personal development.

The sixth form provision

is good

- Under current leadership, the sixth form is improving rapidly. The impact of leaders is evident in the considerable rise in attainment and progress in AS-levels in 2014. Furthermore, achievement data for current students on roll demonstrates strong recovery from a dip in A-level performance last academic year. As a result, leaders have now tackled past inconsistencies between subjects, secured good achievement and put in place effective strategies to drive forward ongoing, sustainable improvements.
- Retention rates and success rates are better than average at A-level. Adjustments to the curriculum and to entry requirements to courses are improving the proportion of students completing their AS-levels successfully and are a contributory factor in students making better progress than they have done in the past.
- The quality of teaching is consistently good. Teachers have excellent subject knowledge, use questioning to deepen students' knowledge and understanding and offer well-planned opportunities so that students develop and extend their learning when working collaboratively and independently. As a result, students make good progress in the majority of lessons and outstanding progress in some. In a Year 13 psychology lesson for example, strong teaching over time offered students a deep understanding of subject content. This enabled students to participate in informed discussion and debate that moved their learning forward rapidly.
- Students have good attitudes to learning and are determined to do well. This contributes well to students' progress in lessons. Leaders have raised expectations of students. For example, students who attend the sixth form now follow a formal dress code. These raised expectations have led to considerable improvements in students' attendance and punctuality, which are now good.
- 'Wellbeing' lessons ensure that students understand a wide range of risks and know how to keep safe. There is also a suitable focus on helping students to acquire the learning skills that they need to succeed in further and higher education.
- Involvement in the student council, in the peer mentoring of younger students and in sports leadership provides students with suitable opportunities to develop their leadership and employability skills.
- High-quality careers guidance is valued by students and supports their progression to their next stage of learning. A higher than average proportion of students take up places in higher education. The proportion of students not entering education, employment or training is low.
- Leaders monitor the quality of teaching in the sixth form effectively and take action to ensure that any underperformance is tackled. The progress of individual students is closely tracked and monitored against challenging targets and swift action is taken to address underachievement.
- A small number of students enter the sixth form without a grade C in English or mathematics. The proportion of these students who succeed in securing a C grade in their re-sits is not yet high enough in mathematics.

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	124425
Local authority	Staffordshire
Inspection number	461607

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Maintained
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	1286
Of which, number on roll in sixth form	205
Appropriate authority	The local authority
Chair	Kate Sharratt
Headteacher	Nicky Crookshank
Date of previous school inspection	3–4 October 2011
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