



# Chesterfield High School

## Inspection Report

**Unique Reference Number** 104952  
**LEA** Sefton  
**Inspection number** 277263  
**Inspection dates** 30 January 2006 to 31 January 2006  
**Reporting inspector** Mr Ian Thompson CfBT Lead Inspector

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

<b>Type of school</b>	Secondary	<b>School address</b>	Chesterfield Road
<b>School category</b>	Community		Crosby
<b>Age range of pupils</b>	11 to 18		Liverpool, Merseyside L23 9YB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0151 9246454
<b>Number on roll</b>	1324	<b>Fax number</b>	0151 9315089
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr T Battersby
<b>Date of previous inspection</b>	17 March 2003	<b>Headteacher</b>	Mr S Penney

Age group	Inspection dates	Inspection number
11 to 18	30 January 2006 - 31 January 2006	277263

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by five additional inspectors.

## Description of the school

This larger than average sized school was awarded specialist sports college status in September 2000 and has since been redesignated with information and communication technology (ICT) as its second specialist subject. The majority of pupils are White-British with a number of minority ethnic groups represented but none of significant size. Only one pupil is at an early stage of learning English. The proportion of pupils eligible for free school meals is above average. The proportion with learning difficulties and/or disabilities is about average but the proportion with a statement of special educational need is below average. The school has gone through a period of considerable change in staffing and management over recent years. The headteacher has been in post since January 2006.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

The school views itself as good. Inspectors judge it to be satisfactory with some good features. The school provides satisfactory value for money and has met its specialist school targets. Overall, standards are average. Achievement is satisfactory. Results in national tests at the end of Year 9 and GCSE results are improving after a period of decline. The main shortcomings in 2005 were in the overall Year 9 science results and the below average proportion of pupils who gained five or more GCSE grades A\*-G. Teaching and learning are satisfactory. The quality of teaching is inconsistent because pupils are not always challenged to think for themselves and to take an active part in lessons. Marking varies in how effectively it tells pupils how well they are doing and how to improve.

The curriculum is good. Pupils benefit from the increased opportunities arising from the school's specialist status. The school has strong, extensive links with the community that enhance provision. Pupils with learning difficulties and/or disabilities make similar progress to others. All pupils benefit equally from all the school has to offer. Pupils' personal development is good. They respond well to the school's good standards of care and guidance. Leadership and management are satisfactory. The school has a good understanding of what needs improving. Early indications are that the school's leaders are moving the school forwards and standards are rising as seen in improvements in English and GCSE results with more pupils achieving five A\*-C grades.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 3**

The school views its sixth form provision as good. Inspectors judge it to be satisfactory. The sixth form integrates well with the main school. Standards are broadly average and progress is satisfactory, reflecting satisfactory teaching. Students' personal development is good in response to the opportunities that the school provides for them to contribute to the school and the wider community. Care, guidance and support are good so that many students, who otherwise might not do so, are encouraged to continue their education. The curriculum is satisfactory and improving. Assessment is good and is applied more effectively than in the main school.

## **What the school should do to improve further**

Improve progress and raise standards by ensuring:

- that all pupils know how well they are doing, how well they should be doing and what they need to do to improve
- that pupils in all classes are challenged to think for themselves and are actively involved in their learning
- that monitoring of teaching and learning at all levels is rigorous and consistent.

## **Achievement and standards**

### **Grade: 3**

Inspection evidence matches the school's assessment of standards and achievement being satisfactory. Standards are broadly average across the school. They are not as high in Years 7 to 11 as at the time of the last report, reflecting the impact of the many changes in staffing and organisation that have affected the continuity of learning. After a period of decline, results in national tests at the end of Year 9 in 2005 showed an improvement and, with the exception of science, challenging targets were met. Rapid improvements in English are partly the result of work done to raise standards of literacy as one of the school's sports college initiatives. Although the target for the award of five or more A\*-C grades was exceeded, the target for the award of five or more grades A\*-G was not met. The school has identified reasons for this and has taken action to improve matters by making changes to the curriculum and assessment. In relation to their earlier performance, the majority of students in the sixth form gained the expected grades at both AS and A2 level. Work seen during the inspection shows that pupils and students throughout the school are making satisfactory progress. There are no significant differences in the achievement of boys and girls or for pupils with learning difficulties and/or disabilities.

## **Personal development and well-being**

### **Grade: 2**

Personal development is good and this makes a significant contribution to progress. Spiritual, moral, social and cultural development is good. Pupils respond well to the school's spiritual provision, develop a strong sense of right and wrong and good social skills. Their awareness of their own cultural heritage is good. The school has introduced ethnic minority role models well, for example in sport and business, to promote cultural understanding and to raise the aspirations of pupils from minority ethnic backgrounds. There are outstanding opportunities for personal development through the school and sixth form councils.

Attendance is good, reflecting pupils' enjoyment and enthusiasm for school life. The school is aware that the system for recording attendance in the sixth form is unsatisfactory and is addressing the issue. Behaviour in and around school is generally good. The school is aware of concerns regarding the classroom behaviour of a minority of Year 8 pupils and is taking appropriate steps to improve it.

Good work is done to eliminate bullying. Pupils feel safe and respond well to the school's encouragement to adopt healthy lifestyles. Opportunities to develop work related and other skills that will contribute to future economic well-being are good.

The school makes a good contribution to the community, for instance, through fundraising for good causes.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The school's evaluation of the quality of teaching as being satisfactory is correct. The quality of teaching is inconsistent so that the quality of learning varies. Where teaching is most effective, teachers' enthusiasm, planning and high level of challenge raise pupils' sights and they achieve very well. Such lessons use a variety of approaches and employ the national strategy for promoting teaching and learning. Skilful questioning supports pupils' understanding of their work so that they are actively involved in developing ideas and make good progress. In the majority of lessons, where teaching is satisfactory, teachers do too much of the work so that pupils do not have to think for themselves. Too much talking by the teacher means that pupils have less chance to contribute. Pace slows and lesson time is not used as well as it should be. Monitoring and evaluation of teaching is only partially successful in spreading good practice.

The use of target setting and assessment of work to help pupils to understand how well they are doing and how to improve is having some impact on standards and achievement, particularly in the sixth form. However, its use is not consistently applied across all subjects.

### **Curriculum and other activities**

#### **Grade: 2**

#### **Grade for sixth form: 3**

Inspectors agree with the school that its curriculum is good. It is broad and balanced in all years and well matched to pupils' needs, including those with learning difficulties and/or disabilities. A good programme of personal, social and health education is delivered by specialist teachers. As befits a sports college, pupils devote more time to physical exercise and dance than is usual. This contributes to their fitness, health and well-being. All pupils take a GCSE in physical education, some in Year 9. Specialist college status has driven the strong literacy thrust in Years 7 and 8. It has strengthened team work and community links. It has influenced the emerging pathways programme in Years 10 and 11 so that pupils are increasingly offered what they want and need. Further development of vocational courses is planned. Work related skills and learning are a focus. The school offers a wide range of extra curricular activities especially in sport. These are well supported and enjoyed by pupils.

The sixth form curriculum is satisfactory. Some vocational courses are available alongside a wide range of AS and A2 subjects. There is some enrichment but religious education is not taught to all students in a way that fully meets statutory requirements.

## **Care, guidance and support**

### **Grade: 2**

The school judges this aspect of its work to be good and inspectors agree. Procedures for care are well-established and pupils appreciate the support they get. The school's success in this area is also evident in the good behaviour and the positive relationships that exist between staff and pupils and between the pupils themselves. All pupils, including the vulnerable and those in public care, receive sensitive and responsive help from learning mentors and other professionals through the Chesterfield Achievement and Support Centre. Child protection arrangements are fully in place and understood by staff. Appropriate health and safety and risk assessment systems are robustly monitored. The school is addressing the attendance recording issue in the sixth form. The guidance pupils and their parents receive at the end of Years 9 and 11 when making option choices is good. At the beginning of Year 12 students have a good two-day residential course that focuses on study skills. Pupils have a good careers education programme, supported by Connexions, and are well informed about their future career options.

## **Leadership and management**

### **Grade: 3**

The school assesses its leadership and management as good but inspectors judge them to be satisfactory because the school is under very recent new management and the impact of proposed changes has yet to be fully felt. Improvement since the last inspection has been satisfactory. Senior staff and governors are aware that the school needs to move forward and because they have a clear understanding of what needs to be done, the school has the capacity to improve. The initiatives flowing from the school's specialist status have already had an impact on standards. Progress over recent years has been hampered by many changes in staffing and management and the school is still in a period of transition, having a new headteacher and two acting deputy headteachers. The school is now showing early signs of improvement.

The senior management team provide the headteacher with effective support. Several areas for development have been identified, including target setting and monitoring of teaching and learning. Inspectors agree that tackling these issues will help to raise standards and achievement further. Nevertheless, the school's self evaluation has not been consistently rigorous and accurate enough to provide a clear guide for improvement. In a very short time, the new headteacher has begun to develop a more useful and accurate picture of the school's performance.

The quality of middle management is satisfactory, but there are inconsistencies in the effectiveness of monitoring both of progress and classroom standards. For example, marking varies within and between subjects. Pupils do not always know what they need to do to improve. Inconsistencies in the quality of teaching are starting to be tackled across the school.

The governing body plays a good role in shaping the direction of the school. Governors have shown that they understand the needs of the school in their management of the specialist college status designation and in their appointment of the new headteacher.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3	3
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	3
<b>How well are learners cared for, guided and supported?</b>	2	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

### **Text from letter to pupils explaining the findings of the inspection**

As you know, a team of inspectors visited your school to find out if it is giving you the quality of education you should receive.

Thank you very much for the way in which you welcomed us to your school and thanks particularly to all of you who spoke to us about your life in the school.

I am pleased to say the school has many strengths as well as some areas for improvement. The particularly good things about the school are:

- you are happy in the school, enjoy learning and there is a good atmosphere in the school
- most of you behave well and get on with one another
- the school cares for you all equally well
- the subjects and activities that you are offered provide well for your interests and help you learn.

We have asked Mr Penney and others who are in charge of the school to improve some things to make your school even better. They are:

- to make sure that you understand how well you are doing, how well you should be doing and what you need to do to improve
- that pupils in all classes are challenged to think more for themselves and take a more active part in lessons
- that a close eye is kept on how well the school is doing in all aspects of its work.

You can help by making sure that you behave well and work hard in all your lessons.