



# Cheslyn Hay Sport and Community High School

Inspection Report

**Unique Reference Number** 124425  
**LEA** Staffordshire  
**Inspection number** 281720  
**Inspection dates** 24 January 2006 to 25 January 2006  
**Reporting inspector** Graham Sims AI

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

<b>Type of school</b>	Comprehensive	<b>School address</b>	Saredon Road
<b>School category</b>	Community		Walsall
<b>Age range of pupils</b>	11 to 19		West Midlands WS6 7JQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01922 416024
<b>Number on roll</b>	1372	<b>Fax number</b>	01922 414411
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Mary Simkin
<b>Date of previous inspection</b>	27 March 2000	<b>Headteacher</b>	Mr David Ayling

<b>Age group</b> 11 to 19	<b>Inspection dates</b> 24 January 2006 - 25 January 2006	<b>Inspection number</b> 281720
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## **Introduction**

The inspection was carried out by five Additional Inspectors.

## **Description of the school**

This large, oversubscribed specialist sports college serves a socially and economically diverse area in the south of Staffordshire near to Walsall. Since September 2004, collaboration with the Chase Collegiate, a consortium of local schools and work-based providers, has enabled the school to broaden the curricular options available to pupils in Key Stage 4 and students in the sixth form. Virtually all pupils come from a White British background. The proportion with learning difficulties and disabilities is below average, while the proportion with statements of special educational needs is average. The attainment of pupils when they join the school is just above the national average.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

Cheslyn Hay High School is a good school that also judges its own performance to be good. It provides good value for money and has good capacity for further improvement.

The school has developed a rigorous process of self-evaluation and has a very good understanding of what it needs to improve. Through astute leadership, the headteacher has made very good use of the enthusiasm, commitment and talents of his senior staff to introduce many exciting new initiatives in recent years. These have resulted in an excellent, broad and innovative curriculum, which meets the diverse range of needs, particularly of the older pupils, very well indeed. The range of extra-curricular activities and school visits is outstanding. Acquisition of specialist sports college status has been a catalyst for many of the positive changes, which have had a very good impact on pupils' personal development, broadened the range of available activities and developed strong links with the local community. The quality of support, care and guidance is outstanding.

The quality of teaching and learning and the school's assessment procedures are good, although there is wide variation. There is some excellent practice, but some which is only satisfactory and where expectations of what pupils can achieve are not always high enough. There is, however, a keen desire to disseminate good practice and to take on board new ideas.

As a result of the good quality of education, pupils achieve well throughout the school, reaching above-average standards at the end of Years 9 and 11. Pupils make very good progress in their personal development, achieving a good degree of maturity and social, moral and cultural awareness.

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

### **Grade: 2**

Inspectors judge the effectiveness and efficiency of the sixth form as good; the school is more modest in its own evaluation, considering them to be satisfactory. The sixth form is managed with enthusiasm and a commitment to raising students' aspirations. Standards are close to the national average, reflecting the very wide range of ability of the students, a third of whom may take only one or two courses, but students achieve well. A key to their good progress is the flexibility of the curriculum and the excellent range of subjects and courses available to them as a result of the school's involvement with Chase Collegiate. Standards in art, drama and mathematics are particularly high because these departments are meticulous in the way they assess students' work, thereby helping them to understand what they need to do to improve. Assessment in other subjects is not as thorough. The quality of teaching and learning is good, but varies. Students are enthusiastic, mature and co-operative and greatly appreciate the diverse programme of extra-curricular activities, with excellent opportunities to engage in a wide range of sports.

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

• Ensure that teaching is of a consistently high quality and reflects high expectations of what pupils are capable of achieving. • Use assessment procedures more consistently to help pupils identify what they need to do to improve.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well throughout the school. When they join the school, their standards are just above the national average. Standards at the end of Year 9 and Year 11 are above average. At all stages, the school sets and meets realistic and challenging targets for pupils.

Although Key Stage 3 results dropped slightly in 2005, they have improved since the last inspection. English results have been particularly good for a number of years. Results in mathematics are average, but have improved year on year.

GCSE results in 2005 improved on those of the previous year, representing good progress from the time pupils joined the school. The proportion of pupils gaining five GCSE passes at grades A\*–C has risen and is now above average. Mathematics and science are amongst the strongest subjects, having been identified as areas of weakness in the previous inspection. Pupils with learning difficulties and disabilities make particularly good progress.

Exciting and imaginative changes to the curriculum in Years 10 and 11 have boosted pupils' interest and raised standards. Pupils in Year 10 have undertaken one-year GCSE courses in geography and sociology with considerable success and a great sense of achievement. Two-year applied courses in science and business studies have been equally successful.

Standards in the sixth form are average, but this reflects the comprehensive nature of the sixth-form intake and masks the fact that students of all abilities achieve well. Students who take three A Levels reach above-average standards, and those who may take only one or two subjects or courses often do well in these subjects. Standards in art and design are particularly high, and they are also good in drama and mathematics because these departments provide good regular feedback to students on their work.

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

### **Grade: 2**

Personal development and well-being are good. Some aspects, such as pupils' preparation for work, are outstanding. Strong provision for social and cultural development promotes high standards in these areas. Examples abound of very good personal development through the many activities arising as a result of the specialist sports college initiative and through the arts. Moral and spiritual development is also good.

Most pupils speak highly of enjoying their education. They generally behave well, although several are concerned that not all pupils match the school's high expectations. Attitudes in class and around the school are good. The number of exclusions has decreased recently because of successful new procedures for dealing with unacceptable behaviour such as smoking. Attendance has also improved, particularly amongst older pupils, and is now good. New pastoral systems enable tutors and heads of year to maintain stronger contacts with families whose children were absent too frequently.

Pupils understand the factors which create healthy lifestyles, often using the excellent sports facilities to keep fit. Recent improvements to school meals have given them healthier eating choices. Pupils respond well to opportunities to contribute to the community. The school council is becoming an increasingly effective voice, and sixth formers are increasingly involved with mentoring younger pupils.

Pupils' preparation for the world of work is excellent. A highly effective curriculum, combined with very good work experience, reinforces very well the school's good provision for developing key skills such as literacy, numeracy and information and communication technology (ICT) for use in future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good in all years. One reason that teaching is improving is the work of a recently established working party, set up to identify and share good ideas, successful techniques and practical tips. Teachers are keen to try out new ideas and listen to what pupils and students have to say about effective teaching. This good practice is having a positive impact on how lessons are structured and how pupils learn. Systems are now in place to expand the sharing of excellent practice, seen, for example, in outstanding creative teaching in art and rapid learning in design and technology. Many teachers make effective use of new technology, which helps to motivate pupils and raise standards. Teachers talk to pupils respectfully, and most make lessons fun and interesting. Some pupils comment, however, that they are bored in lessons provided by a small minority of teachers who have not responded to the school's initiatives to improve the quality of teaching.

Pupils know they are expected to work hard and the great majority respond with interest. Several groups contain pupils with a wide range of abilities and teachers occasionally proceed at the pace of the lowest-ability pupils. Not all teachers have perfected ways to keep all pupils busy and alert.

Pupils are mostly aware of how well they are doing and generally know what they are aiming to achieve. The quality of teachers' marking is mixed, however, with examples of encouraging remarks but too little specific guidance on what pupils need to do to improve.

## **Curriculum and other activities**

### **Grade: 1**

#### **Grade for sixth form: 2**

The curriculum is outstanding because it is innovative, imaginative and constantly under review to ensure it responds to pupils' aspirations and interests. Some pupils take a short course GCSE in French or German in Year 9, which they enjoy, especially the boys. All pupils take a short course GCSE in citizenship and religious education, which contributes to their understanding of these subjects.

A pilot in the previous academic year, where many Year 10 pupils took an intensive GCSE in one year, resulted in some very good results in geography, ICT and sociology. This initiative is continuing. A bonus is that these pupils enter Year 11 confident that they can handle GCSE work and have mastered coursework and examination techniques. 2005 results in the new applied GCSEs were encouraging, especially in science and business studies, and pupils were really motivated by the different style of teaching in these courses.

The sixth form curriculum offers a wide range of subjects at several academic and vocational levels. The school is now part of the well-established Chase Collegiate, so students can choose courses, in a range of institutions, that complement their chosen career paths.

An outstanding strength of the curriculum is the very large number of extra-curricular activities, especially in sports, visits and trips; students remember the latter for many years after they have left the school. Pupils also particularly enjoy the house matches, which give many of them a chance to join in competitive sports.

## **Care, guidance and support**

### **Grade: 1**

#### **Grade for sixth form: 2**

Care, guidance and support are outstanding. This is seen in the way the school seeks to provide a curriculum which really meets the needs of all pupils. Staff listen and respond to pupils' views with regard to effective teaching styles and have adapted their teaching methods to provide better support in lessons. The impact of initiatives introduced by the sports department has had a profound impact on pupils' personal development. An outstanding degree of care is seen in the selfless commitment to and huge investment of time of many staff in the excellent programme of extra-curricular activities and school trips.

Procedures for child protection, looked-after children, health and safety are all good. One of the key strengths identified by pupils is that they feel safe within the school environment. Good provision for pupils with learning difficulties and disabilities and good teamwork between the school's specialist units and the special educational needs coordinator ensure that these pupils make good progress.

Pastoral arrangements are very good. Staff are highly supportive, know their pupils very well and work hard to ensure that pupils make the most of their time at the school. Pupils know how well they are doing and feel that they receive good educational guidance. The provision for work-related learning, careers guidance and advice on future pathways is excellent.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school and of the sixth form are good. The headteacher is rightly held in very high esteem by the school and its community. Governance is good and, with the exception of provision of religious education in the sixth form, statutory responsibilities are fully met. Recent improvements to management structures, such as the pastoral systems, have created better communications and increased opportunities for staff to focus on these roles.

At all levels, the drive for improvement is clearly targeted at raising achievement within a context of equal opportunity for all. The excellent quality of care and guidance derives from very careful management planning based on insightful understanding of pupils' needs. School performance at every level is monitored and analysed very carefully with a view to improvement. Information of all types is presented to staff in useful formats and used to ensure that individuals and groups achieve their potential. Departmental reviews have become a valued tool for improving practice. Surveys of parents' and pupils' views also help the school to have a very accurate perception of its own performance.

Staff at all levels feel valued and their opportunities for professional development are extensive. They appreciate the strong culture of sharing good practice. This has led to good improvement since the last inspection. The new procedures and recent initiatives have not yet had time to become fully embedded and universally accepted, but nevertheless indicate a strong capacity for further improvement.



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## 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>
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### 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>	2	2
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
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>	2	2
The standards <sup>1</sup> reached by learners	2	3
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	2

### 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	2
The behaviour of learners	2	2
The attendance of learners	2	2
How well learners enjoy their education	2	2
The extent to which learners adopt safe practices	2	2
The extent to which learners adopt healthy lifestyles	2	2
The extent to which learners make a positive contribution to the community	2	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	2
<b>How well are learners cared for, guided and supported?</b>	1	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>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	2
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	2
How effectively and efficiently resources are deployed to achieve value for money	2	2
The extent to which governors and other supervisory boards discharge their responsibilities	2	2
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**

My colleagues and I greatly enjoyed visiting your school on the 24 and 25 January. Thank you for making us feel welcome and for talking to us. Most of you clearly feel that yours is a good school. We share that view. The following are our main findings:

- The great majority of you apply yourselves well to your work and make good progress in your academic studies.
- You demonstrate positive attitudes, enjoy school and behave well. It is a shame that a small minority occasionally spoil these high standards.
- The quality of the teaching is good. Some of it is excellent, but we also noted that some of you find some lessons boring when teachers do not involve you actively.
- The school provides an excellent range of option subjects and is endeavouring to meet all of your needs by providing new courses and new approaches.
- Staff show tremendous commitment to you by providing an outstanding range of extra-curricular activities and school trips. These are clearly a highlight of school life for many of you.
- The school provides excellent care, support and guidance, especially through the pastoral system and by preparing you well for your future education or careers, but some of you are not always aware of exactly how to improve your work.
- The headteacher and senior staff provide good leadership. They know the school well, introduce good new initiatives and are keen to bring further improvement. In order to make the school even better, we would like to see some of the teaching improve by using methods which interest and motivate all of you more of the time. We also feel that some teachers could give you clearer guidance when marking your work on what you need to do to improve. The school's leaders are well aware of these issues and have already made plans to improve in this way. We hope that you continue to enjoy your school and all that it offers to you.