



# Cheadle High School

## Inspection Report

---

**Unique Reference Number** 124431  
**LEA** Staffordshire  
**Inspection number** 281722  
**Inspection dates** 10 November 2005 to 11 November 2005  
**Reporting inspector** David Driscoll RISP

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

---

<b>Type of school</b>	Secondary	<b>School address</b>	Station Road
<b>School category</b>	Community		Cheadle
<b>Age range of pupils</b>	11 to 18		Stoke-on-Trent, Staffordshire ST10 1LH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01538 483900
<b>Number on roll</b>	904	<b>Fax number</b>	01538 483920
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Peter Lockett
<b>Date of previous inspection</b>	17 January 2000	<b>Headteacher</b>	Mr Mike Webber

---

<b>Age group</b> 11 to 18	<b>Inspection dates</b> 10 November 2005 - 11 November 2005	<b>Inspection number</b> 281722
------------------------------	---	------------------------------------

---

---

© 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 four Additional Inspectors.

## **Description of the school**

Cheadle High School is an average sized comprehensive school but with very few pupils from minority ethnic backgrounds. The school's sixth form is part of a consortium arrangement with two other schools, with close links to a local college. The proportion of pupils who have learning difficulties or disabilities is below average and no pupil speaks English as a second language.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 4**

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the progress made by pupils.

Whilst the school now provides a satisfactory education and offers satisfactory value for money, its overall effectiveness is inadequate. A legacy of unsatisfactory teaching in the past has led to significant underachievement in Years 7 to 9. The school's managers have successfully tackled this and progress in these year groups is now satisfactory. However, older pupils are still underachieving, mainly because they have not made up the ground lost when they were in Years 7 to 9; pupils in Year 11 last year made inadequate progress. Teachers are not ensuring that the most able get work that is demanding enough for them, or that those who are struggling get enough support.

The school does, however, have some significant strengths. Pupils feel safe at the school, because of the good level of care they receive. The school also helps them to develop good attitudes to their work, so they enjoy coming to school. The school's managers have shown that they can be successful at improving matters. Current rates of progress in Years 7 to 11 are satisfactory and the school has made satisfactory progress since it was last inspected. However, managers do not always act quickly enough because they fail to spot emerging patterns in the school's performance. Previously, they have not been rigorous enough in meeting weaknesses in teaching head on, and this still remains the case on occasions. Nevertheless, the accuracy of the school's evaluation of its own performance is very close to that found by the inspectors and is firmly based on statistics. The subsequent actions taken show that the school's managers can move the school forward.

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

### **Grade: 2**

The sixth form provides a good quality of education. It is managed with vision, drive and commitment. Standards have improved significantly since the previous inspection report, because there are clearly defined ways of accurately identifying and tackling weaknesses. This in turn helps the school in having a very clear picture of the sixth form's effectiveness. Students achieve good standards because the teachers adopt a wide range of strategies, students' progress is measured accurately, expectations are high, and there is a strong academic work ethic. Students are enthusiastic, mature, cooperative and make a strong contribution to the school. Standards in English, psychology, biology and sociology are particularly high. The excellent links with other schools and colleges mean students are offered an outstanding choice of subjects and courses. The key to the curriculum is flexibility, so students can mix and match courses of different types, taught in different institutions where they benefit from specialist

teaching. A diverse programme of extra curricular activities includes Young Consumers and Amnesty International. Exemplary career guidance is greatly appreciated by students. The student council meets regularly and has been instrumental in steering policy decisions, such as changing the timings of the modular examinations to January.

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

Make sure teachers provide work that is hard enough for the very able pupils whilst providing enough support for the less able. Analyse data more thoroughly to ensure that improvements can be made at the earliest opportunity. Adopt a more consistently rigorous approach to dealing with weaknesses in teaching.

## **Achievement and standards**

### **Grade: 4**

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

Achievement is inadequate because the standards reached by pupils in the most recent GCSE examinations were poor, given their starting points on joining the school. Pupils did very well in art, but performed particularly poorly in design and technology.

The pupils who took their GCSE examinations in 2005 joined the school with standards that were above average, but left with standards that were only average. They did not make enough progress when they were in Years 7 to 9, so they joined Year 10 with only average standards. Progress in Years 10 and 11 was satisfactory overall but pupils who should have obtained high grades did not do so; there were very few grades A\* and A in comparison with national averages. Some less able pupils, but not those who have learning difficulties, also did not make enough progress because they did not receive the support they needed.

The school has now rectified the problems in Years 7 to 9. Pupils have been joining the school with average standards in recent years, and in 2004 and 2005, the pupils made satisfactory progress in Years 7 to 9.

Standards in the sixth form are well above average, reflecting the good progress made by students.

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

### **Grade: 2**

In most respects, pupils and students are well prepared for their future lives. Their spiritual and cultural development is satisfactory and their moral and social development is good.

Pupils and students have good attitudes and enjoy coming to school. They find the school a friendly, attractive and orderly place in which to learn. Most attend well, but the poor attendance of a relatively small number brings the overall attendance figure down to just above the national average.

Behaviour is satisfactory. Most pupils behave well in class and around the school. They are polite and courteous. The fabric of the school is well cared for. Litter and graffiti are rare. Most pupils pay reasonable attention in class. Where teaching is interesting and challenging, pupils readily work hard. However, the number of temporary exclusions is high, mostly because of abusive behaviour, although the number of pupils involved is much lower. This reflects a problem with the way exclusions are used, rather than a school where really poor behaviour is common.

Pupils readily adopt a safe and healthy lifestyle, eating wholesome food at lunchtimes and taking full advantage of the many sporting activities available. Many give up their Saturdays to work with those less advantaged than themselves; one example of the large number of ways they play a part in the community. They have fewer opportunities to learn business-related skills, although this aspect of their development is still satisfactory.

## **Quality of provision**

### **Teaching and learning**

**Grade: 3**

**Grade for sixth form: 2**

Teaching is now satisfactory. There have been clear signs of unsatisfactory teaching in Years 7 to 9 in the past, but recent results show that these have been overcome and this is confirmed by the observations made during the inspection.

Teachers get on well with their pupils, who usually do as they are asked in lessons and pay attention when the teacher is speaking. Sometimes, however, the teacher can speak for too long, or provide too much for the pupils, so they are not made to think for themselves. This particularly affects the most able pupils who find they are being told things that they could have worked out for themselves. As a result, these pupils do not make enough progress in Years 10 and 11. However, when the work is most demanding the pupils respond enthusiastically. They throw themselves into tasks and work hard for long periods.

Pupils who have learning difficulties are given enough help in lessons, so they make satisfactory progress. However, there are less able pupils, who do not have such difficulties, but who are not always getting all the support they need. Often this is because they are not being given enough feedback on their work, through marking or by other means, to help them understand what they need to do to improve their standards quickly enough.

Teaching is good in the sixth form, where teachers adopt a wider range of approaches than they do in the main school. Teachers are well aware of the capabilities of their students because their assessments of students' progress are accurate. This allows them to set demanding work that stretches even the most able.

## **Curriculum and other activities**

### **Grade: 3**

#### **Grade for sixth form: 1**

The main school curriculum is satisfactory and meets all requirements. Pupils in Years 10 and 11 have three main options, catering for different interests and aptitudes. The 'fast track apprenticeship' option is innovative and successful and would benefit more students than currently follow it. The school caters well for personal, social and health education through the curriculum and also through initiatives requiring responsibility and commitment like 'Youth Action' and the 'Buddy Club'. The one weakness in the curriculum is the lack of planning in some subjects for activities which would really test the most able pupils. There is a wide range of extra activities within and beyond the school day in sport, the arts, and through well established partnerships with local businesses, the further education college and the world of work.

The sixth form curriculum is outstanding because it gives maximum opportunity for students to do well through courses which are very flexibly planned to meet their needs precisely. The school uses its partnership with the other schools in the consortium and with the local college to provide maximum benefit for the students, drawing on the strengths of each to give students broad choice and good provision.

## **Care, guidance and support**

### **Grade: 2**

#### **Grade for sixth form: 1**

The personal care shown by staff is good. Pupils feel that they are safe. They are confident enough, for example, to leave personal possessions such as coats and bags in open cloakrooms. Child protection issues are handled effectively and sensitively.

In a recent survey, around a quarter of pupils said that they had experienced bullying. The school has not clarified the exact nature and range of this 'bullying'. However, pupils feel strongly that aggressive behaviour is rare and express confidence in the firm actions taken by staff, once incidents are detected or reported. This decisiveness is well reflected in the calm atmosphere around the school. However, there is a problem with the way temporary exclusions are used. While a first or second exclusion for an individual may be appropriate, further exclusions are being used when other methods of dealing with the situation should be sought.

Tutors provide careful personal and academic guidance. Pupils' progress is regularly monitored. Reports to parents are satisfactory, although sketchy on progress. The school provides good support for vulnerable pupils, especially so in the sixth form where mentoring is very carefully targeted. Provision for careers guidance is good in the main school and outstanding in the sixth form, where students are extremely well informed about their future careers and the exact nature of the courses they will need to follow to achieve their ambitions.

## **Leadership and management**

**Grade: 3**

**Grade for sixth form: 2**

Leadership and management are satisfactory. Deficiencies in the past have been tackled successfully and managers have brought the school back on an even keel once again. The school's managers have an accurate view of its performance and this has allowed them to tackle weaknesses successfully when they are identified, although actions have not always been taken quickly enough. The most important example of where managers have been successful is the improvement in teaching and pupils' progress in Years 7 to 9 in recent years. The school takes good account of what parents think in drawing up plans for improvement. The school is now in a sound position to move forward.

The school now has a large amount of data on the pupils' performance. In some cases this is used well to make improvements. For example, an analysis of examination results showed the clear strengths in art and these are now being used to improve design and technology by using the same management techniques. In other areas, however, such as the use of exclusions, the emerging patterns of performance are not analysed either quickly enough or in sufficient detail.

The school's methods of judging teaching paint a generally accurate picture of what is happening in the classroom. However, the criteria are not used in the same way by all those involved, so some important weaknesses are not identified consistently and, as a consequence, are not dealt with rigorously enough.



**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## 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>	4	2
How well does the school work in partnership with others to promote learners' well-being?	2	1
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	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>	4	2
The standards <sup>1</sup> reached by learners	3	2
How well learners make progress, taking account of any significant variations between groups of learners	4	2
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	3	
The attendance of learners	3	
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	3	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	1
<b>How well are learners cared for, guided and supported?</b>	2	1

<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	2
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**

The Pupils Cheadle High School Station Road Cheadle ST10 1LH

12 November 2005

Dear Pupils

As you know, some inspectors visited your school recently to check on how well it was doing. Thank you very much for making us welcome and for talking to us.

We found that you are making good progress in developing the skills that will make you the adults of tomorrow and become responsible members of society. Most of you behave well but are let down by a few silly ones who have not yet grown up as much as the others in their year group.

Unfortunately, pupils who did their GCSEs in 2005 did not obtain the results they should have, mainly because they were not taught well enough when they were in Years 7 to 9. Most of the problems have now been sorted out but, to make sure, we have told the headteacher that we will be back in a year to check. We know that some of you, particularly those who are capable of achieving really high standards and those who need more help, are still not doing as well as they could in Years 10 and 11.

We have asked the headteacher and others who manage the school to make sure that the work is hard enough for those who should obtain outstanding GCSE results and that those who need it receive more support. We have also asked the managers to spot problems earlier and deal with them more quickly and strictly.

Thank you again for helping us with our work.

Yours faithfully

Mr Driscoll (Lead inspector)