



# Cheadle High School

## Inspection Report

**Unique Reference Number** 124431  
**Local Authority** Staffordshire  
**Inspection number** 300099  
**Inspection dates** 24–25 January 2007  
**Reporting inspector** David Anstead HMI

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

<b>Type of school</b>	Comprehensive	<b>School address</b>	Station Road
<b>School category</b>	Community		Cheadle
<b>Age range of pupils</b>	11–18		Stoke-on-Trent ST10 1LH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01538 483900
<b>Number on roll (school)</b>	877	<b>Fax number</b>	01538 483920
<b>Number on roll (6th form)</b>	104	<b>Chair</b>	Peter Lockett
<b>Appropriate authority</b>	The governing body	<b>Headteacher</b>	Mike Webber
<b>Date of previous school inspection</b>	1 November 2005		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–18	24–25 January 2007	300099

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## **Introduction**

The inspection was carried out by two of Her Majesty's Inspectors and three Additional Inspectors.

## **Description of the school**

Cheadle High School is an 11 – 18 school of average size. The proportion of students eligible for free school meals is below average. The proportion with learning difficulties and disabilities (LDD) is below average. Students from minority ethnic backgrounds represent a much lower proportion than the national average. The school does not have specialist status. The number of students in the sixth form is relatively small. Provision is shared with two neighbouring schools who collectively manage the Moorlands Sixth Form Centre which is on a separate site nearby. The school was given a notice to improve following its last inspection in November 2005. Significant improvement was required in the progress made by students.

## **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 special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

At the time of the last inspection, students were making inadequate progress because there were weaknesses in teaching and because work set was not well matched to students' starting points. Since then, the school, with good support from the local authority, has improved the progress made by students in English and mathematics. Standards in these subjects are now broadly average. GCSE results attained by the most able students have improved. However, the progress made by the majority of students is still inadequate. The school has made insufficient progress on the main issues it faces because the rate of improvement is too slow. Consequently, the serious weaknesses in the school's performance identified at the last inspection still remain and achievement is still inadequate. The leadership of the school is not providing clear direction to guide the work of the staff nor is it acting with sufficient urgency. Some staff are unclear about what is expected of them and consequently there are inconsistencies between the work of different departments and sometimes between teachers in the same department. The school's own monitoring of teaching and learning has identified inconsistencies in practice but the leadership of the school has not taken decisive and effective action to remedy deficiencies. Leadership and management are inadequate, as are teaching and learning.

Although students' work is usually marked, assessment is not used effectively to plan future work of appropriate difficulty for individuals' differing starting points. Students told inspectors that in classes where the range of abilities was greatest, some students could not understand the work they were given to do. In such lessons, some students become disillusioned and disrupt the learning of others.

The curriculum is satisfactory because it offers an appropriate range of options for students' needs. The school has systems in place for monitoring the progress of individual students. Having identified which students are underachieving, the school has provided some extra support to help them catch up. However, care, guidance and support are inadequate because the school is not rigorously checking whether this extra support is having the desired impact. Most students are aware of their target grades but they do not have adequate guidance on how they might improve their work in all subjects.

Students' personal development is satisfactory. They appreciate the choice of healthy options available in the canteen and the wide range of after school clubs and activities. However, behaviour at breaks and lunchtimes is unsatisfactory because there is a minimal adult presence and because some staff are not effective in challenging inappropriate behaviour.

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

### **Grade: 2**

Students enjoy a good quality of education in the Moorlands Sixth Form Centre. It is rare for students not to complete their studies. Standards are above average and achievement is good. There is close collaboration with the two other partner schools. This enables the Centre to offer an outstanding range of subjects. The Centre is an effective resource which caters well for students including those with disabilities. Sixth form students actively take part in the local community through charity fundraising such as 'Brest Friends' but are not actively engaged in supporting the learning of younger pupils in the main school. Leadership and management are good and have improved because the tracking of students' progress is now more effective.

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

- Raise standards by providing all students with clear guidance on how to improve in all subjects.
- Improve teaching and learning by using the outcomes of assessment to plan work of appropriate difficulty for all students.
- Reduce inconsistencies in the work of staff by setting clear expectations for the management of behaviour and the quality of teaching.

## **Achievement and standards**

### **Grade: 4**

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

Students' attainment on joining the school is broadly average. Students make good progress during Key Stage 3 in English and mathematics so that their results in the national tests at the end of Year 9 are above average. The good start students are getting at Key Stage 3 is beginning to impact on progress in English and mathematics at Key Stage 4 which is now satisfactory. However, overall progress at Key Stage 4 is inadequate and has been for several years. Standards at GCSE remain below average. The school recognises that there is significant underachievement amongst middle and lower ability students in many subjects. In comparison to all schools nationally, the overall progress made by students considering their starting points is amongst the lowest in the country.

The statutory targets the school has set itself for Key Stage 3 meet government expectations for being sufficiently challenging. The school is meeting these targets. At Key Stage 4, targets are insufficiently challenging but realistic considering the school's history of inadequate achievement. Even so, the GCSE results for 2006 were well below the targets the school set itself for that year and fall a long way short of the targets set for 2007.

## Personal development and well-being

**Grade: 3**

**Grade for sixth form: 2**

Students enjoy their education but rarely show enthusiasm. Their attitudes to learning and their attendance are satisfactory. Students' spiritual, moral, social and cultural development is satisfactory.

Students appreciate the healthy options available in the canteen and the variety of opportunities to take regular exercise. They make good contributions to the community, for example, helping to run a club for students with disabilities and raising funds for charity. Their preparation for life after school is enhanced by work experience and work placements, but students are not achieving their full potential in information and communication technology.

The school has reduced the high level of exclusions found at the time of the last inspection. Whilst the behaviour in lessons observed by inspectors was generally satisfactory, students reported that this was not always the case. They said that frequent incidents of disruptive behaviour interrupt their learning. Most students show an adequate concern for the safety and well-being of others. However, some parents are justifiably concerned about the unsatisfactory behaviour outside of lessons. Some students show a lack of respect for the school environment, the adults who work with them and each other. For example, students were observed running inside the building, throwing objects and climbing fences.

## Quality of provision

### Teaching and learning

**Grade: 4**

**Grade for sixth form: 2**

Teaching and learning are inadequate. In the better lessons, effective planning helps students achieve well. More able Year 9 students, for example, made rapid progress in a mathematics lesson because work was well matched to individual needs and led to challenging tasks and good achievement. There are significant inconsistencies between subjects and between teachers of the same subject in their use of assessment. In many lessons, teachers fail to implement strategies to meet the learning needs of all pupils and it results in significant underachievement. Teachers regularly mark work, giving grades and comment, but many do not correct grammatical errors or say how the work can be improved. The school has provided opportunities to support teachers in improving classroom practice but many teachers are unclear about what constitutes good practice and what is expected of them in planning lessons.

Teaching in the sixth form is good. Teachers know their students well. Good relationships generate an enjoyment and enthusiasm for learning. In a Year 13 history lesson, for example, students made outstanding progress because of the high levels

of engagement and challenge. Sixth form students benefit from the wide range of subject specialist teachers made available to them through this shared provision.

## **Curriculum and other activities**

**Grade: 3**

**Grade for sixth form: 1**

The curriculum meets statutory requirements and satisfactorily meets the needs of students. Different interests and aptitudes are catered for through a range of choices, including both academic and vocational courses. A small group of students benefit from an innovative programme specially designed to meet their needs. The 'Fast Track' apprenticeship scheme enables this group to begin work-based learning during Year 11. The scheme is proving successful in helping school leavers transfer to full-time training or employment. A wide variety of lunchtime and after school clubs and activities are well attended by students. These include sporting activities and performing opportunities such as art and drama clubs, a wind band, choirs and a recent performance of the musical Annie.

## **Care, guidance and support**

**Grade: 4**

**Grade for sixth form: 2**

The pastoral team closely monitor students' personal development and work effectively with a range of external agencies to support students with particular difficulties. Procedures for safeguarding students meet current government requirements. However, there is insufficient adult presence at breaks and lunchtimes. This results in incidences of inappropriate behaviour and potential risks to students' safety.

Students who choose a vocational pathway through the 'Fast Track' programme are closely monitored and well supported. Although individual education plans for students with learning difficulties or disabilities show clear and detailed targets on how to improve their work, some teachers do not use this information effectively to plan tasks which meet the needs of these students. Consequently their progress is inadequate.

The school has developed robust systems to track students' progress. Although some teachers give students helpful guidance on how to improve their work, there is not a consistent approach throughout the school. This means that students are not given enough help either in lessons or through marking to know what they need to do to improve in all subjects.

## **Leadership and management**

**Grade: 4**

**Grade for sixth form: 2**

The school has put in place systems to monitor its work. However, these are not acted upon consistently and, consequently improvements in teaching and learning have been

limited. Self-evaluation is comprehensive but insufficiently rigorous to inform the school precisely what needs to be done in order to improve. New initiatives have been introduced but there is no clear picture of the impact each is expected to have. The expectations of staff by senior leadership are too vague, resulting in inconsistencies in the work of the school. Although there have been some successes, such as the improvements brought about in English and mathematics, the school has made insufficient progress on the issues for improvement identified at the last inspection. Without external support, the leadership of the school does not have the capacity to make the necessary improvements urgently required.

Governors are well organised and have effective structures in place for fulfilling their statutory functions. They are involved in setting the strategic direction and are aware of the initiatives the school is introducing to raise achievement. However, they are not sufficiently clear about the precise improvements the school needs to make or the measurable outcomes that will indicate the school has succeeded.



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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>	4	2
How well does the school work in partnership with others to promote learners' well-being?	2	1
The effectiveness of the school's self-evaluation	4	2
The capacity to make any necessary improvements	4	2
Effective steps have been taken to promote improvement since the last inspection	No	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	4	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	2
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	4	
The attendance of learners	3	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	3	
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>	4	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>	4	2

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

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	
How effectively performance is monitored, evaluated and improved to meet challenging targets	4	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	Yes	
Does this school require a notice to improve?	No	

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

Following our visit to inspect your school, I am writing to tell you about our findings. I would like to thank those of you we spoke to for the friendly welcome you gave us. Your responses to our questions helped us decide what is good about your school and what needs to be improved. The education you receive at your school is unsatisfactory overall.

These are the strengths of your school.

- You enjoy the lunchtime and after school clubs.
- Sixth formers have an outstanding range of subjects to choose from and make good progress at the Moorlands Sixth Form Centre.
- The Fast Track apprenticeship scheme is good at helping you progress into employment or training after school.
- You make satisfactory progress in English and mathematics.

There are some aspects of the school's work which we think can be better. In some lessons teachers do not use their assessment of your earlier work to plan different work for different abilities in the same class. This means your work is sometimes too easy or too difficult. Consequently, the progress made by many of you in most subjects is not as good as it should be. I have asked your headteacher to improve the progress you make by improving the teaching and by making sure you have enough guidance on what you need to do to improve your work. In some lessons, and around the school at breaks and lunchtimes, the behaviour of some of you was not good enough. You can help by following the guidance teachers give you on how to improve and by all of you acting responsibly when not in lessons. Inspectors will visit the school again to check on its progress.

I wish you every success in the future.