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3 July 2007

Mrs Lynn Jackson  
The Headteacher  
Chesterton Community Sports College  
Castle Street  
Chesterton  
Staffordshire  
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Dear Mrs Jackson

### Ofsted Monitoring of Schools with Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 26 June 2007, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Could you also thank the staff who I observed teaching or discussed the progress the school has made and the pupils with whom I met?

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 8 and 9 November 2006, the school was asked to significantly improve the achievement of boys in English and mathematics at Key Stage 4.

Having considered all the evidence, I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievements.

The school, with very good support from the local authority (LA), has worked hard and effectively to raise the achievement of boys, particularly in English and mathematics. A number of pupils took GCSE examinations in English at the end of Year 10 last year. These results show that the proportion of boys within the present Year 11 who have already gained a higher grade pass is well above the comparable result for 2006. The school's records indicate that this should increase after this year's results. In mathematics, the school's tracking and analysis show a significant increase in the proportion of boys expected to gain a higher level pass in GCSE and this includes a group for whom the very highest grades are expected. These improvements, if translated into results this summer, will also have an impact upon a significant increase in the proportion of boys gaining five or more higher level GCSE passes, including mathematics and English. Although the school has been focusing

on raising the achievement of boys, it has also supported girls so that they are not disadvantaged.

The English and mathematics staff have worked well to improve the quality of learning within the departments, including changing the timetable to support the preparation of pupils for public examinations. Pupils also commented that they thought the quality and engagement in their lessons had got better, especially when lessons included opportunities to work in groups and discuss their work. They also said that this was a reason why behaviour in lessons was so good. The lessons observed during this visit confirmed that pupils are more engaged in their learning when these opportunities are planned for, as opposed to lessons which are too teacher led and lack drive and pace. A thorough analysis of pupils' work, including previous tests, has ensured that lessons target areas of weakness, and well devised revision sessions have supported pupils well in their preparation for examinations. Departments have also given good support for pupils completing coursework so that the vast majority of them have completed work which is at least in line with their target grade and often above.

Specialist sports college status has allowed the school to introduce ICT equipment, for example data projectors, into most rooms, and pupils see this as having a very positive impact upon their enjoyment of lessons. They say that they are generally used well by staff. The school has also used funding to introduce systems which allow pupils to access work and support through the Internet. This has impacted upon the support available to pupils whilst studying at home and pupils report it is helpful and used well, particularly by boys and the English and mathematics departments. Physical education has also been pivotal in raising the self-esteem of pupils.

The school has focused upon improving the quality of assessment. The strong thrust of developing assessment for learning systems has ensured that pupils are effectively informed on how to improve their work.

The senior leadership team has worked very well to ensure the drive and impetus to get better has translated into improved lessons and raised achievement. They have worked closely with subject leaders for mathematics and English and supported them effectively so that improvements have been made within the departments, particularly with boys at Key Stage 4. Pupils are supported well to meet the school's aim for pupils to 'achieve the best you can'.

The local authority has supported the school well. It has formulated a coherent plan of action which focuses on the correct issues. The consultants have worked very well with departments, including taking on the responsibility of delivering revision sessions for pupils. The link adviser has worked closely with senior management of the school, ensuring the members are well focused and holding the school to account for the progress made through well focused evaluations, including monitoring the quality of teaching and learning. The LA has also developed

appropriate actions to support the school and improve it further after it is next inspected, when the LA feel it will no longer be a cause for concern.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Michael Smith  
Her Majesty's Inspector