

Carshalton Boys Sports College

Inspection report

Unique Reference Number	102998
Local Authority	Sutton
Inspection number	308191
Inspection dates	24–25 September 2008
Reporting inspector	Peter Gale HMI

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–19
Gender of pupils	Boys
Number on roll	
School (total)	1136
Sixth form	133
Appropriate authority	The governing body
Chair	Mr Richard Collier
Headteacher	Mr Simon Barber
Date of previous school inspection	20 September 2004
School address	Winchcombe Road Carshalton SM5 1RW
Telephone number	020 8644 7325
Fax number	020 8641 8721

Age group	11–19
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

Description of the school

Carshalton Boys Sports College is a little larger than the average secondary school. The percentage of students eligible for free school meals is above that found nationally. The proportion of students identified by the college as having learning difficulties and/or disabilities is above the national average and includes those who have emotional and behavioural difficulties, moderate learning difficulties and specific learning difficulties such as dyslexia. The percentage of students with statements of special educational needs is above the national average but declining. The majority of students are of white British ethnic origin, with some from a wide range of other ethnic groups including an increasing number of black British. The number of students transferring to and from the college other than at the planned time of admission in September is higher than the national average. The college works as a specialist Sports College and has gained the Healthy Schools award and Artsmark Silver award. Carshalton Boys Sports College has Investors in People Leadership and Management Model and Associate Training School accreditation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Carshalton Boys Sports College provides a good quality of education. The specialist status permeates every aspect of the college's work, raising standards and boosting student self-esteem. Senior leaders inspire an increasingly effective and dedicated staff. A large majority of parents appreciate the education their children are receiving. As one commented, representing the views of many, 'the headteacher and senior team deserve praise for the way in which they lead the school onwards and upwards'.

Standards are rising rapidly in most subject areas. Starting points vary from year to year from below to well below average. Students made good progress last year to achieve GCSE results that were just above the national average for boys in terms of five or more A* to C grades. Due to a long legacy of staffing problems in mathematics, that have now been resolved, progress in this important subject was inadequate. For current students this no longer remains the case with a new head of mathematics leading a capable team of teachers. Progress in mathematics, when measured in lessons and by module test results for GCSE examinations, is now at least satisfactory and often good. The consistently good teaching and learning which is taking place in the college is a direct result of recruiting and developing staff through its Associate Training School status. Common strengths include lesson structure and student engagement through interesting tasks. Over direction by teachers can restrict the pace of learning for some students and the college is aware that more opportunities for students to work independently are needed to address this.

The college has a strong commitment to providing the best possible opportunities for its students and this has resulted in an outstanding curriculum that creates excellent opportunities for personalising subject choices. This applies not only to being able to take qualifications according to students' stage of development rather than age but also in terms of extracurricular opportunity and vocational options. Students, for example, make an outstanding contribution to their own and the wider community through initiatives such as leading sports coaching in primary schools. The extended day for Years 9 to 13 offers enrichment to the curriculum including three hours of physical education for all. This has resulted in an impressive number of students holding representative honours at county, regional and national levels in various sports. High levels of sporting activity, healthy eating and the healthy living unit have combined to have a significant impact on obesity levels and students are very healthy and active. Students say they feel safe and parents report that any bullying is dealt with swiftly and effectively. Enjoyment of school is obvious in good behaviour and engagement in lessons and around the college. Attendance remains a concern although the college is not complacent and has recently appointed attendance officers who are starting to have an impact. With an enhanced work-related curriculum and improving standards in examinations, students are well prepared for their next steps in education and employment. Overall, students' personal development and wellbeing are well catered for and outstanding partnerships facilitate this.

Senior leadership has secured a strong commitment from staff and sets a very clear direction in driving Carshalton Boys Sports College forward. Good self-evaluation has identified clear priorities and developing middle leadership is delivering improvement across the curriculum. Target setting is increasingly effective with tracking and intervention for underachieving students developing year on year. Outstanding work in raising funds for the benefit of students and developing a strong teaching staff against a local background of significant recruitment difficulties demonstrate excellent value for money. The points for improvement from the last

inspection have been addressed and this coupled with effective leadership at all levels, including governance, means there is good capacity for further improvement.

Effectiveness of the sixth form

Grade: 3

This is a satisfactory and increasingly effective sixth form. Good leadership and management has helped the sixth form grow significantly over a three year period, with improvements in staying on rates to Year 13 and in the proportion of students continuing to higher education. The 'Aim Higher' programme has made a good contribution to this. At A level, pass rates have been at or close to the national average for the past two years. At AS level, whilst pass rates are improving, they remain below the national average. The proportion of pupils reaching the higher grades is below average, and this is an area which the college recognises as needing improvement. Students on level two programmes including NVQ, achieve high pass rates. Given their starting points, students make satisfactory progress on A level courses, and those following level two programmes making faster progress.

Students' personal development throughout the sixth form is a strength, with good opportunities to take responsibility, for example by acting as mentors to Year 7 students and working in partner primary schools. The personal, health, social and emotional programme also contributes well to students' broader education. The quality of teaching is good and students appreciate the individual attention they receive and the variety in teaching approaches. They also value regular feedback on their progress and advice on how to improve. The college recognises that in previous years the guidance for students choosing the sixth form did not always give students the most appropriate courses to follow, which has contributed towards the lower than average pass rates at AS level, and the lower proportions of high grades in recent published results. Arrangements for guidance into the sixth form have now improved, as have the arrangements for guidance from tutors during students' sixth form careers. It is too early to assess the full impact of these measures on examination results. The choice of A level subjects is regularly reviewed to meet students' interests and the programme of level 2 courses also provides a good range of opportunities.

What the school should do to improve further

- Raise achievement in the sixth form by improving pass rates at AS level and the proportion of students gaining higher grades at both A and AS level.
- Ensure that recent improvements in mathematics are sustained so that students consistently achieve better results in national tests and examinations.
- Deliver more lessons that are outstanding by ensuring the pace of learning is maximised for all students.

Achievement and standards

Grade: 2

Students make good progress during their time at Carshalton Boys Sports College. Standards are currently just below the national average when measured using students' eight best subjects and just above for five or more A* to C grades at GCSE which in 2008 was at 63%. However, progress in mathematics was inadequate for this year group and the proportion of students gaining five or more A* to C grades including English and mathematics was 28%. This was significantly below results found nationally. Progress and achievement in English was good. Staff recruitment and retention problems over a number of years inhibited performance in

mathematics. This has been resolved in the last two years, progress, as evidenced by lesson observation and module test results, is currently at least satisfactory, and standards are rising rapidly.

Standards in Key Stage 3 are near to national averages and improving. Progress has been satisfactory for all subjects in previous years with very good progress in English and relatively slower progress in mathematics. Inspection evidence indicates that rates of progress are now good for younger students due to the good teaching they receive. The college's specialist status is having a significant impact on achievement and standards. Challenging targets for physical education have been surpassed and specialist staff are being used to raise standards by teaching effectively in other curriculum areas whilst spreading the strong sports ethos. This has particularly benefited white British students who have underachieved in the past but now match the progress of minority groups. Those students who have emotional and behavioural difficulties and those with specific learning difficulties make slightly faster progress than those with moderate learning difficulties due to specialist support. When taken as a whole those with learning difficulties and/or disabilities make good progress due to effective in-class support, good teaching and careful tracking.

Personal development and well-being

Grade: 2

Students' personal development and well-being are good. Most enjoy school life and are proud of their college. Parents agree: 'The college has worked well for my son. He has matured and made great progress. Teachers treat the boys as young adults and encourage them.' Spiritual, moral, social and cultural education is well developed through citizenship and pastoral programmes. A noticeable positive and uplifting ethos, throughout the college, is friendly and collaborative. Attendance is satisfactory and slowly improving. Newly appointed attendance officers have the potential to positively influence current figures. Although traditionally high, exclusion rates are reducing rapidly because of the effective use of the Children's Learning Inclusion Centre; students say that one stay in the 'CLIC' is usually enough. Promotion of healthy lifestyles is outstanding; spin-offs from the specialist status are strong. Students keenly explain their improved fitness levels. They know how to keep safe and feel that the college is a secure place. They say that there is little bullying and any that does occur is dealt with quickly. A few parents have some concerns about behaviour. However, most observed by inspectors in lessons and around the college was exemplary. Students of all ages make outstanding contributions to the wider community in several ways including gardening for the elderly, coaching in primary schools and making anti-smoking videos. Internally, the work and responsibilities of the school council, for example, has improved facilities. In different ways, students develop good workplace skills. Careful de-briefing sessions after work placements and good whole school literacy and information and communication technology (ICT) programmes facilitate this.

Quality of provision

Teaching and learning

Grade: 2

Effective and improving teaching is enabling students to make good progress and to enjoy their learning. The college has correctly identified that all lessons are satisfactory or better with a large majority that are good. Many are characterised by excellent relationships that facilitate very good communication between teachers and students. A good lesson structure

is a common feature of teaching and includes a starter activity that engages, a main task that challenges and a plenary where staff consolidate learning and assess what students have gained from the lesson. Staff use digital projectors and interactive whiteboards to present ideas and questions clearly and succinctly, and students appreciate this technology, remarking how useful it is in helping them to learn. Lessons are well prepared, with appropriate learning intentions shared with the students. Behaviour is very well managed and conduct in lessons is often excellent. Students listen attentively and are confident learners, valuing their teachers' knowledge, patience and skills. Work is carefully matched to the needs of lower attainers and those with learning difficulties and/or disabilities. A few teachers can talk more than is necessary which, although listened to intently, detracts from the pace of work, especially for higher attainers. Occasionally, questions are not sufficiently targeted towards specific students, with the result that a few students remain passive. Since the last inspection, there has been improvement in several areas, particularly the use of ICT by the students and collaborative and independent work.

Curriculum and other activities

Grade: 1

The curriculum is extensive and extremely successful in meeting the wide and varying needs of the students. National Curriculum requirements are fully met. Students benefit greatly from a minimum of three hours physical education each week and a very wide range of extra-curricular activities, with a strong focus on sport. Three-quarters of the students are involved in sports, dance and multi-skills clubs and a similar proportion have represented the college in inter-school fixtures. The college's specialist sports college status has a major positive impact on the quality of the curriculum. For example, the success of BTEC sport has led to the introduction of a range of other BTEC courses, including science and ICT. Older students experience a longer taught week than that usually seen, in order to benefit from this breadth of provision.

The offer of two modern foreign languages when students enter the college is resulting in an increased take up for GCSE. Students of all abilities and backgrounds, remark that success in English and mathematics really matters, aware of the impact on their career aspirations. Careers education, including work experience, is of high quality involving all students in Years 7 to 9 in a structured programme, matched to need. Literacy and ICT skill development are well established as cross-curricular themes and numeracy provision is developing following recent improvements in the mathematics department. The college has developed an approach where, 'the stage of development rather than the age of the pupil', determines whether students complete external assessments. This creates a great wealth of curriculum opportunities for students. For example, students gaining A* to C passes in science in Year 9 move onto further courses. The curriculum is innovative and robust involving all students in Years 10 and 11 in vocational and work-related courses.

Care, guidance and support

Grade: 2

Throughout the college, the quality of care, guidance and support is good. It contributes well to students' enjoyment of college life. A parent comments, 'My boy has flourished since he started at Carshalton boys.' Another writes, 'My son has a physical disability but has always been encouraged to take an active part in school life. It caters well for his emotional well being; he has grown in confidence and we are pleased with his academic progress.' Students echo these thoughts; 'It's fun and enjoyable here, teachers help us understand.' Those who are

vulnerable, at risk or with learning difficulties enthuse about the help given by their support teachers who regularly record their progress. Students feel very safe: Year 7 say, 'sixth formers help us to sort things out' and parents consider the college a 'safe place of learning'. Arrangements for safeguarding are meticulous and up-to-date risk assessments ensure educational visits are as safe as they can be. Guidance about options is good in Year 9 and allows successful access to the increasingly personalised curriculum. Regular review days provide a chance to discuss individual targets with tutors and parents. Students are aware of their subject targets. They know how best to reach them because they are routinely emphasised in lessons.

Leadership and management

Grade: 2

An inspirational senior leadership team led by a charismatic headteacher has developed a culture of improvement focused on raising academic achievement through increased self-esteem and better teaching and learning. Leaders and staff at all levels are very clear about the priorities for improvement and confident of the path that Carshalton Boys Sports College is following. Effective self-evaluation has identified clear priorities but this process is not as advanced in some departments. Established departments know the most efficient route to bring about improved achievement for their students. Use of targets is increasingly effective in raising attainment and there is clear evidence of faster rates of progress in most subjects and rising standards. Outstanding work is carried out in the college to prevent discrimination and promote equalities. Partnerships with groups like Stonewall, and the promotion and understanding of different cultures represented in the college community, through assemblies and parents' evenings, are central to promoting equality. The governing body is working towards being more representative of its community in its make up and the overall contribution of the college to community cohesion is good. Governance is effective, supports, and challenges the senior team and subject leaders. There is scope for their challenge to be more proactive in sharpening the work of college leadership. Raising, and in some cases matching, external funds to develop accommodation, rising standards across the college and the development of the teaching work force demonstrate an excellent use of available resources for the benefit of students.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well being?	1	2
The capacity to make any necessary improvements	2	2

Achievement and standards

How well do learners achieve?	2	3
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	2	3
How well learners with learning difficulties and/or disabilities make progress	2	

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners adopt safe practices	2	
The extent to which learners enjoy their education	2	
The attendance of learners	3	
The behaviour of learners	2	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	
How effectively leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	2	2
How well equality of opportunity is promoted and discrimination eliminated	1	
How well does the school contribute to community cohesion?	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Annex B**Text from letter to pupils explaining the findings of the inspection**

08 October 2008

Dear Students

Inspection of Carshalton Boys Sports College, Carshalton, SM5 1RW

Thank you for the warm welcome you gave to the inspection team when we visited your college recently. We enjoyed being in your lessons, meeting with you and were impressed by the pride you take in your college.

These are the main findings of our inspection.

- Carshalton Boys Sports College provides you with a good standard of education.
- Standards are improving and you are now making good progress.
- We agree with the headteacher and senior team that most lessons are good.
- The college makes outstanding use of Sports College status and its resources to give you the best possible curriculum.
- The headteacher and the senior team have set out a clear direction for the college and their vision is shared across the college community.
- There are outstanding opportunities for you to be healthy and make a positive contribution to the community.
- The college is very effective in promoting equality of opportunity and tackling discrimination.

The inspection team and the headteacher agree that you could achieve even higher standards and we have asked that:

- teachers deliver more lessons that are outstanding so that you make even greater progress
- recent improvements in mathematics lead to better test and examination results
- higher pass rates and better grades are achieved in A level subjects in the sixth form.

You can do your part to help by ensuring that you always work hard and prepare thoroughly for tests and examinations. The team joins me in sending you best wishes for your studies and hope that you all do very well in the future.

Yours sincerely

Peter Gale

Her Majesty's Inspector