

Chadsgrove School and Specialist Sports College

Inspection report

Unique Reference Number	117062
Local Authority	Worcestershire
Inspection number	338935
Inspection dates	26–27 April 2010
Reporting inspector	Michael Farrell

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

Type of school	Special
School category	Community special
Age range of pupils	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	120
Of which, number on roll in the sixth form	27
Appropriate authority	The governing body
Chair	Mr Oliver Cook
Headteacher	Ms Deb Rattley
Date of previous school inspection	28 February 2007
School address	Meadow Road Catshill Worcestershire
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Introduction

This inspection was carried out by two additional inspectors. They observed 15 lessons and saw 14 teachers. Inspectors held meetings with parents, staff, groups of pupils and governors. They observed the school's work, and looked at school development planning, data on pupils' progress, and a range of policies and records, and analysed 44 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the accuracy of the school's data and judgements about pupils' progress
- attendance in different phases and what the school is doing to improve it
- the effectiveness of provision for pupils with autistic spectrum disorder
- the progress of the school towards targets relating to the school's sports specialism.

Information about the school

Chadsgrove School and Specialist Sports College educates pupils with physical disabilities. About 80% of pupils use wheelchairs. Most have several other additional disabilities or disorders, including cerebral palsy, profound and multiple learning difficulties, autistic spectrum disorder, or specific learning difficulties. Nearly all pupils travel daily on escorted transport from the north of Worcestershire and several adjoining local authorities. A small number of pupils are from minority ethnic backgrounds. About a third of pupils are known to be eligible for free school meals. Since the previous inspection, the school has acquired a second specialism in physical disability and sensory impairment. Recent awards include a Safe School Award and a High Performing Specialist Schools Award. The school appointed a new headteacher in September 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Chadsgrove School offers good provision in which pupils behave excellently because care, guidance and support are outstanding. Ambition is well embedded in the school, leading to good teaching across all key stages. Governors support and challenge the school well because they care greatly about it. Parents value the school enormously and partnership with them is excellent. Partnership with others including other schools and services is also excellent. The process of school self-evaluation is good so the school knows the areas of relative strength and weakness but it does not use data on pupils' progress to its fullest extent to identify and provide the most appropriate interventions, or monitor their impact. Equal opportunity is well promoted and there is no evidence of discrimination. Pupils get on exceptionally well together and show profound care and concern for one another. Safeguarding procedures are very robust so that pupils feel very safe and know there is always someone they can talk to. Excellent community cohesion is very effectively planned and overseen and consequently, pupils contribute outstandingly to the local community in a very wide range of ways.

Good teaching and assessment is evident in lessons, typified by excellent relationships, very close staff team work, and careful attention to recording small steps of progress. However, the pace and challenge of lessons is sometimes too low and in these lessons, progress is slowed. The good curriculum leads to good pupils' progress and is particularly strong in developing excellent sports and physical skills and personal and social development. Excellent care, guidance and support is characterised by great attention to detail and very thorough knowledge of the pupils, as well as extremely close working with other agencies.

Consequently, pupils and different groups of pupils, including those with autistic spectrum disorder, make good progress towards challenging targets, learn well and enjoy their schooling. They pursue healthy lifestyles excellently by vigorous participation in sports and exercise and eating healthily. Attendance is average, with absences owing mainly to medical reasons. The school does all it can to support and improve attendance further. Economic well-being is good. Pupils' spiritual, moral, social and cultural development is outstanding because it is at the heart of the school's excellent ethos.

In the well led and managed Early Years Foundation Stage, good provision leads to good outcomes for children whose behaviour is excellent because of the outstanding support, care and guidance they receive. In the sixth form too, good leadership and management leads to good teaching and assessment, a good curriculum and excellent care, guidance and support ensuring students make good progress and learn well.

The school deploys its resources excellently, including funds connected with its specialist

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status, and is making very strong progress towards its specialist school targets. Given that it has a number of areas of outstanding performance and the energy and commitment of well-led staff, the school has a good capacity to continue to improve.

What does the school need to do to improve further?

- Improve pupils' progress by more precisely using whole school data to inform and monitor interventions
 - Improve teaching and learning and, therefore, progress by ensuring lessons are always challenging and well paced.

Outcomes for individuals and groups of pupils**1**

Pupils' achievement and enjoyment are good. They gain knowledge and understanding across a range of areas and develop a wide range of skills well. The great majority of pupils make good progress towards challenging targets and some make excellent progress. They make particularly strong progress in sports and physical activities. Pupils make great efforts to produce their best work and show interest in their lessons because the activities are well chosen. Boys and girls, pupils from minority ethnic backgrounds, and pupils with different types of disabilities and disorders, including pupils with autistic spectrum disorder make similar progress. Pupils in Key Stage 3 made good progress and learned well in a textiles lesson where they were making peg bags. Pupils were keen to ask questions, concentrated hard, and made good efforts to sew their bags well, supported and encouraged by the teacher and teaching assistants. In a good lesson for pupils in Key Stages 1 and 2, pupils participated with enjoyment in an activity using a parachute, smiling and paying increasing attention to what was happening.

The extent to which pupils feel safe is outstanding and parents rightly endorse this view. Pupils' caring attitudes towards one another strongly support their emotional health and well-being. They are courteous and immensely thoughtful towards others. Pupils make a great contribution to the school community and wider community, for example fully participating in the school council, putting on shows, raising funds, and enthusiastically participating in their locality. Pupils develop good skills for economic well-being because of the contribution of average attendance, good progress in basic skills and the very strong contribution from work experience and careers advice. The social skills of pupils are of a very high order and they deeply feel and act upon a sense of right and wrong. They respect other cultures and are keenly interested in them. Their self-esteem is high because they recognise they are greatly valued.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	*
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is good across all key stages. In lessons observed, teaching was either good or outstanding but was very predominantly good. Assessment to support learning is good and teachers use their very detailed knowledge of pupils in taking great care to record signs of progress. Among common strengths of teaching and assessment are very warm relationships between staff and pupils, the contribution of highly skilled and patient teaching assistants, the vigorous encouragement of pupils' communication and independence, very close staff team working, and engaging and interesting activities. However, pace is sometimes slower than it should be because lessons are not always organised to maximise the contribution of all staff and in these lessons challenge is reduced and progress is slowed.

The curriculum offers good provision at all phases including the Early Years Foundation Stage and post-16. Overall the curriculum encourages good progress. However, there is excellent provision for information and communication technology and for personal, social, health and citizenship education. Outstanding extra-curricular activities include visitors and numerous visits out of school. The curriculum is well organised and offers engaging and imaginative activities which are adapted to meet the needs of different groups and their learning requirements. Literacy, numeracy and information and communication technology are effectively integrated across the curriculum. The school has reviewed, and is further developing, the curriculum for pupils with autistic spectrum disorder.

The excellent provision for care, guidance and support is very well focused including medical support so pupils can make the best of all the school offers. There is great

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attention to detail in all aspects of this area. Staff know pupils very well indeed and respond sensitively to their individual requirements. Pupils place enormous trust in staff and staff provide every opportunity they can for pupils to strive towards independence and make real choices. The school goes that extra mile in working closely and very productively with parents, schools and services such as the health service to ensure the best for pupils. Careers guidance and support in transition periods, such as movement from the primary to the secondary phase and from school to adult life, are excellent.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Ambition is well embedded in the school leading to good teaching and learning because senior staff give a very clear sense of direction and all staff are energised to do their best. The school has a clear picture of its strengths and weaknesses and a comprehensive system of self-evaluation, but its judgements are sometimes overgenerous. The school places its specialisms at the heart of provision for example using sport and physical activity to raise pupils' aspirations and build their self- esteem. The governing body care passionately about the school, have considerable expertise and provide very strong support and good challenge. The school communicates with parents extremely effectively and supports them very well and parents are rightly very proud of what the school achieves. Partnership with others is also excellent, greatly enhancing pupils' progress and well-being. All pupils are valued by staff and by each other. There is no evidence of any discrimination although the school has policies to vigorously tackle it if necessary. Very robust safeguarding procedures have the full confidence of pupils, parents, staff and governors. The school is a strong and cohesive community. Its commitment to the wider community and beyond is extremely good as demonstrated in its plans and work towards community cohesion. For example, the school introduces music from around the world, invests art with exciting work from world cultures and achieved a full International School Award in 2008. The school deploys its resources excellently so outcomes are excellent and money raised from various sources is used extremely well. It has made considerable progress in gathering and moderating assessment data on pupils. However, the school is not using the data as well as it could to ensure it has the clearest picture of pupils' progress and to inform precisely enough its planning for, and monitoring of, interventions for individual pupils.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

In the Early Years Foundation Stage, children achieve well and enjoy the good range of indoor and outdoor activities provided. Children with different disabilities and disorders are all engaged and participate well given their needs. The good curriculum is very well enriched by extra activities. Good planning and teaching leads to a strong focus on children's individual requirements especially in personal and social education. Warm relationships with children and excellent use of praise lead to much enjoyment and engender positive attitudes to learning. Staff work together outstandingly well. The excellent links with external agencies lead to very high quality care. However, the tracking of children's progress is not specific enough to give the clearest picture of how children are doing in relation to different strands within each area of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Sixth form

Sixth form students achieve well and make good progress towards their targets. They

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are successful in pursuing and achieving in a good range of suitable examination courses including ASDAN and Entry Level. The good curriculum is excellently enriched by out of school visits and clubs which students appreciate and greatly enjoy. There is excellent care and provision for personal and social development and excellent relationships throughout the provision. In a good session of reflection time and personal, social and health education, students celebrated their successes during the day and reflected on what they had learned, helped by the excellent relationships that exist in the classroom. The well led and managed provision encourages good progress but, the system for tracking students' progress is not as robust as it should be because it is not fully embedded in practice.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

The overwhelming majority of parents who returned a completed questionnaire were very positive, reflecting the very appreciative views of parents who met the lead inspector. Many parents included comments such as: Chadsgrove is 'a well loved school', 'a superb school that provides fantastic support', and 'the whole team at Chadsgrove are incredibly supportive both within the normal school day and in extra curricular activities'. Many parents spoke of the excellent communications with the school. Inspectors agree with these very positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chadsgrove School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 123 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	81	6	16	0	0	0	0
The school keeps my child safe	32	86	5	14	0	0	0	0
The school informs me about my child's progress	26	70	10	27	0	0	0	0
My child is making enough progress at this school	26	70	9	24	0	0	0	0
The teaching is good at this school	32	86	5	14	0	0	0	0
The school helps me to support my child's learning	27	73	10	27	0	0	0	0
The school helps my child to have a healthy lifestyle	25	68	9	24	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	62	12	32	0	0	0	0
The school meets my child's particular needs	29	78	8	22	0	0	0	0
The school deals effectively with unacceptable behaviour	25	68	10	27	0	0	0	0
The school takes account of my suggestions and concerns	24	65	12	32	0	0	0	0
The school is led and managed effectively	31	84	6	16	0	0	0	0
Overall, I am happy with my child's experience at this school	30	81	7	19	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Wednesday 28 April 2010

Dear Pupils

Inspection of Chadsgrove School, Worcestershire, B61 0JL

It was delightful to meet you and speak with you when my colleague and I inspected your school recently. Thank you for making us both so welcome and giving us your views about the school both face to face and through the questionnaires you returned.

We found many good and excellent things about Chadsgrove. The school is well led and managed. It offers you a good curriculum with excellent activities to enrich what is offered. Teaching is good and you learn well and make good progress. The school cares for you and guides and supports you excellently. Your behaviour is excellent and you make outstanding progress in your personal development. Your school makes very good progress in its specialist areas including sports and physical activities. Links with your parents and carers are extremely strong.

There are two things the school could do even better so I have asked staff to:

- better use information about how well you are doing to identify where you need more help
- improve teaching and learning and therefore your progress by ensuring lessons are always challenging and well paced.

I am sure you will continue to do your best in lessons.

Every good wish for your future.

Yours sincerely

Dr Michael Farrell

Lead inspector

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