

# Cheadle High School

## Inspection report

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<b>Unique Reference Number</b>	124431
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	340566
<b>Inspection dates</b>	24–25 May 2010
<b>Reporting inspector</b>	Mary Davis

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	830
Of which, number on roll in the sixth form	137
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Irene Bree
<b>Headteacher</b>	Keith Hollins (executive head)
<b>Date of previous school inspection</b>	27 February 2008
<b>School address</b>	Station Road Cheadle Stoke on Trent
<b>Telephone number</b>	01538 483900
<b>Fax number</b>	01538 483920
<b>Email address</b>	office@cheadle-high.staffs.sch.uk

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## Introduction

This inspection was carried out by five additional inspectors. They observed 36 lessons and 36 teachers, and held meetings with groups of students, governors and staff. Inspectors observed the school's work and looked at policies and development planning; the analysis of examination results and data related to the tracking of students' progress; senior leaders' monitoring of teaching and learning; safeguarding documents; governors' minutes; students' work and 136 questionnaires from parents and carers, together with those from students and staff.

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

- current progress made by students and the strategies used to address underachievement
- the accuracy and effectiveness of the school's tracking systems and how well data is used to close gaps in performance between subjects and groups of students
- the effectiveness of the sixth form
- the effectiveness of leadership in evaluating the school's performance and capacity for sustained improvement.

## Information about the school

Cheadle High School is a smaller than average school serving the town of Cheadle and the surrounding rural area. It is loosely federated with another local school, Westwood College, both being led by the same executive headteacher. The sixth form provision is based at Moorlands College in collaboration with two other local high schools. Almost all students are from a White British background. The proportion of students who speak English as an additional language is very small. The proportion of students with learning difficulties and/or disabilities is lower than half the national average. The proportion of students known to be eligible for free school meals is also below average. In 2009 the school became a specialist arts college. It has National Healthy Schools and Artsmark silver status.

An Ofsted subject survey of business education in September 2008 judged overall effectiveness in this subject to be satisfactory.

**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**

**1**

### Main findings

Cheadle High school has made rapid improvement since its last inspection and, although it provides a good quality of education overall, many aspects of its work are now outstanding. An ethos has been firmly established where leaders, teachers and students share responsibility for, and feel empowered to take the school forward. This has resulted in outstanding capacity for sustained improvement. One Year 10 student commented: 'Behaviour has improved massively' while typical of parents' comments was: 'the school has vastly improved over the last few years... my child will have every opportunity to fulfil his potential and be guided and driven to do so'.

Attainment at the end of Key Stage 4 has been broadly average over the past three years, although the number of high grade GCSE passes, including English and mathematics, has been consistently above the national average. Rates of progress from Key Stage 2 to 4 have, however been below average for the same period for all groups of students. Recent curriculum developments, many as a result of the specialist arts college status, are beginning to show an impact and to better meet the needs of individual students. As a result, students are engaged in their studies and are keen to do well. The number of disaffected students has reduced significantly. Teachers use assessment information well to plan lessons that both challenge the most able and support the least able. They provide lessons that are active and varied, where students can develop new skills so that their learning builds as the lesson progresses. As a result, rates of progress are seen to be improving across the school. Some teachers, however, fail to provide students with sufficient opportunities to develop independent learning skills to enable them to take sufficient responsibility for their own learning.

Many aspects of students' personal development are outstanding. Students have a real voice in the school and take responsibility for leading many aspects of its work. For example, they are pro-active in promoting healthy eating and forging links with primary schools through the specialism, easing the transition of new students to the school. They are also closely involved in the evaluation of teaching and learning. Students value the wide variety of opportunities offered for physical activity and there is a large take-up, particularly in-house competitions. Attendance rates are high and are sustained across the school and right up to the examination period.

The school's caring ethos is evident in the warmth of relationships between teachers and students, who feel well known and supported. As a result, they are confident that the school will keep them safe and that there will always be an adult or senior student who will provide any help or guidance they need. Potentially vulnerable students and their families receive outstanding care, as those with special needs and/or disabilities are well supported. The care is underpinned by a culture that ensures all students are included

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and outstanding efforts are made to support students at risk of dropping out to enable them to achieve.

The executive and associate headteachers are a strong partnership, lead an effective team and are passionate about driving forward improvement. This ambition is shared across the school community. Methods of tracking students' progress are sophisticated, enabling the leadership to identify underachievement quickly and to take appropriate action. The school acknowledges that this can be strengthened further by analysing the progress made by different groups of students and across different subjects in order to identify good practice and where extra support is required. Effective leadership of teaching and learning has resulted in a high level of consistency in the teaching strategies employed. This is particularly noticeable in the ways in which assessment is used to support learning and to plan for different groups within a class. The governing body provides outstanding support for the school and its leadership and has ensured that safeguarding procedures are exemplary. A particular strength of leadership is the partnerships that have been forged with other schools and other organisations through the specialist arts college, including the strong partnership in sixth form provision, enabling the school to take a leading role in the community. Substantial improvements have been made in many key areas since the last inspection, notably in all aspects of provision.

Sixth form students express positive opinions of their experience at the sixth form centre where they say that teaching is good and the curriculum enhanced by a wide range of other activities. They value the support and guidance they receive. As a result, they have been able to achieve their goals, including two students being accepted for the most prestigious universities.

## **What does the school need to do to improve further?**

- Raise attainment and accelerate the rate of progress across the school by:
  - increasing the proportion of good teaching by ensuring sufficient opportunities are provided for students to take responsibility for their own learning
  - extending the analysis of assessment data to include the progress made by different groups of students and identifying where good practice can be shared and where improvement is needed.

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

**2**

Students join the school having reached broadly average results in the national tests in English, mathematics and science in their previous schools. For the three years to 2009, the percentage of students gaining five GCSE A\* to C grades, including English and mathematics, has been significantly above the national average, although other indicators have been broadly average with a dip in attainment seen in 2008. In 2009, results in English rose while those in mathematics fell to significantly below average. These issues have been rigorously addressed by the school, strategies including

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teaching girls and boys in separate groups, revision and team building weekend courses and early entry for a small group of students at risk of dropping out. This, together with providing assertive mentoring for students identified as underachieving across all subjects, has had a significant impact. Forecasts for 2010, based in part on results already received, point to improved attainment in mathematics while maintaining the improvement in English. Lesson observations show that students learn well and make good progress in lessons across the school. Students with special educational needs and/or disabilities also learn well as a result of the individual support they receive from teaching assistants and by the provision of appropriate tasks that are closely matched to their needs.

Students speak very positively about their school and say they enjoy being involved in making decisions. For example, they conduct interviews and questionnaires to survey the school on a variety of issues, with views fed back to the leadership to enable improvements to be made. Students have high expectations of each other and are indignant when a minority of students disrupt their learning. These incidents, which are increasingly rare, are extremely well monitored and effectively dealt with. As a result, classrooms are generally calm due to consistent behaviour management. Exclusions have shown a significant decline. Many opportunities are provided for students to experience the world of work including enterprise days. Older students organise their own work experience and their key skills in literacy, numeracy and information and communication technology (ICT), together with their high attendance, prepare them well for their future economic wellbeing. Students work well together and relate well to each other. They have a good understanding of right and wrong, and have opportunities for reflection and to form their own views on issues that face them. They understand and are respectful of other cultures and beliefs, but have less experience of life in multicultural Britain. This is currently being addressed by the school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>

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

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<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Teachers use good subject knowledge to plan interesting and relevant tasks. Well prepared resources, including increasing opportunities to use ICT, enhance students' learning. There is a high consistency in the way teachers monitor the progress of students during lessons to enable them to adapt their teaching to ensure all needs are met. In the best lessons, students are regularly involved in developing their own performance and that of others, as a result of a clear understanding of how they will be assessed. Marking is regular and detailed so that students understand how to improve.

The broad and balanced curriculum increasingly shows the impact of the specialist college, for example through the introduction of music technology. It offers a wide range of opportunities through academic and vocational pathways, some through links with other schools. The offer of health and beauty and construction at Leek College has had an impact on attendance and behaviour of these students. In Key Stage 3, all have the opportunity to learn two foreign languages and the nurture group supports the acquisition of literacy and numeracy skills for the most vulnerable. Students are enthusiastic about the wide variety of extra curricular activities offered, particularly in the arts and physical education.

The Inclusion Centre and the recently added multi-agency room support the inclusive ethos of the school by ensuring that poor behaviour is addressed effectively. Pastoral teams work closely with the student services team to provide a network of well-organised and well-managed support. This is enhanced by the school nurse, Connexions, inclusion mentor, police and a variety of other agencies.

*These are the grades for the quality of provision*

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

### How effective are leadership and management?

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The senior leadership team inspires and motivates staff, striving to develop their practice. Teaching is well monitored by senior leadership and middle leaders, resulting in developmental feedback and positive support, such as coaching. The resulting consistency of practice is beginning to have an impact on rates of progress and raising attainment. The school knows itself well and has robust procedures for monitoring and evaluating performance in all aspects of its work. It ensures equality of provision for all groups of students, taking a zero tolerance stance against bullying and other discrimination. The governing body is fully involved in this process, particularly through an in-depth involvement with departments. There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive up-to-date, high-quality training on safeguarding and, in particular, child protection. The parent forum is very strong, discussing major issues openly and being involved in decision making. Parents and carers generally feel well informed but the school acknowledges that there are still some parents that they can do more to involve. Community cohesion is underpinned by strong local partnerships, multicultural elements of the curriculum delivered through the arts and by very strong global links.

*These are the grades for leadership and management*

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

## Sixth form

Students enter the sixth form with average attainment. Results in 2009 were broadly average and better at AS level than at A level. High quality monitoring of progress indicates that standards for the current Year 13 cohort are likely to be above average and will meet or exceed the targets that have been set. This indicates that standards at



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the end of Key Stage 5 are slightly above average and students have made good progress. Other outcomes are good and attendance is high. Students have a good understanding of maintaining a healthy lifestyle, including emotional health and how to manage stress.

Teaching and learning are closely monitored by senior leaders and by external assessors, and endorse students' view that teaching is of good quality. The curriculum is broad and balanced, offering a wide variety of courses, including vocational courses in the arts and a diploma in business management and finance. The impact of the introduction of these courses has yet to be seen on raising attainment. The excellent range of enrichment includes overseas work experience, debates and community service. Students feel very well supported in every aspect of school life, saying that the care they receive is exceptional.

The senior management group are dedicated and well respected by students. They have a clear vision for the future, focused on maximising attainment and progress. They have high expectations of students and staff and, through robust monitoring and tracking of progress, are able to identify and address underachievement effectively.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
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**

A small minority of parents responded to the questionnaire. Most of these parents indicated that they were happy with the way the school provides for their children's well-being and their learning and progress. Some parents said they value the quick response to any concerns and that staff are very approachable. A small minority expressed concerns about poor behaviour, but inspectors found behaviour to be good overall and any incidents of poor behaviour to be well managed. A few parents felt that the school fails to help their children have a healthy lifestyle but inspection evidence indicated that this is outstanding.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheadle High 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 136 completed questionnaires by the end of the on-site inspection. In total, there are 830 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	24	91	67	11	8	0	0
The school keeps my child safe	29	21	86	64	6	4	1	1
The school informs me about my child's progress	29	21	88	65	11	8	3	2
My child is making enough progress at this school	29	21	90	67	10	7	1	1
The teaching is good at this school	23	17	97	72	6	4	1	1
The school helps me to support my child's learning	19	14	92	68	16	12	2	1
The school helps my child to have a healthy lifestyle	20	15	89	66	22	16	1	1
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	17	90	67	10	7	3	2
The school meets my child's particular needs	21	16	98	73	7	5	3	2
The school deals effectively with unacceptable behaviour	16	12	83	61	25	19	3	2
The school takes account of my suggestions and concerns	13	10	92	68	15	11	2	1
The school is led and managed effectively	31	23	93	69	2	1	2	1
Overall, I am happy with my child's experience at this school	29	21	97	72	5	4	2	1

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



26 May 2010

Dear Students,

Inspection of Cheadle High School, Stoke on Trent, ST10 1LH

My colleagues and I enjoyed our visit to your school. We were particularly impressed by your mature comments and your evident pride in your school. We agree that it is a good school, and these are our main findings:

Attainment by the end of Year 11 is broadly average but improving. You enjoy your learning and are making good progress.

You greatly value the relationships you have with your teachers and each other and the harmonious school community where everyone is valued. The contribution you make, particularly to the school community, is outstanding.

Your behaviour in lessons is good and your attendance is excellent.

Teaching is good. It is enhanced by the good resources that enable teachers to provide a variety of tasks, well matched to your ability, to enable you to build on your skills. Teachers ensure that you know how you will be assessed so that you understand how to improve your work.

The curriculum is good, enabling you to follow courses that match your interests and abilities, and it is enriched by a good range of extra-curricular activities, particularly in the arts.

The excellent care you receive enables you to feel safe and well supported. You particularly value the fact that your teachers know you well and care about you as individuals.

The school's leaders are working unstintingly to ensure you are well cared for and that things continue to improve.

The effectiveness of the sixth form is good and you greatly value the good teaching, curriculum and care you receive.

In order to take your learning to new heights, we have asked the school to ensure that teachers give you more opportunities to work independently to further raise your attainment and rates of progress. You can help by always working hard to achieve your targets.

Yours sincerely

Mary Davis

Lead inspector

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