

# Rawlett Community Sports College

## Inspection report

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<b>Unique Reference Number</b>	124435
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	340568
<b>Inspection dates</b>	8–9 October 2009
<b>Reporting inspector</b>	David Driscoll

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>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1159
Of which, number on roll in the sixth form	183
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Buckingham
<b>Headteacher</b>	Tim Bassett
<b>Date of previous school inspection</b>	6 May 2007
<b>School address</b>	Comberford Road Tamworth Staffordshire
<b>Telephone number</b>	01827 57178
<b>Fax number</b>	01827 68423
<b>Email address</b>	office@rawlett.staffs.sch.uk

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## Introduction

This inspection was carried out by five additional inspectors. The inspectors visited 36 lessons and held meetings with governors, staff, students in Years 7 to 11 and the sixth form. They observed the school's work and looked at: the data on students' performance, including their current progress; safeguarding records; plans for the future; and records of the school's own monitoring of its performance. The responses to 158 parent questionnaires were considered, alongside responses from staff and student questionnaires.

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

- are development plans sufficiently detailed and focussed to raise standards and improve progress?
- does monitoring provide the evidence for secure evaluations?
- are assessments providing an accurate basis for teachers to plan challenging lessons?

## Information about the school

Standing on the very edge of Tamworth, Rawlett draws its students from a mixed urban and rural community. Thirteen per cent of students currently have special educational needs and/or disabilities, and 2.5% have a statement of special educational needs. Just under four percent of pupils come from a minority ethnic background.

The college was awarded specialist status for sport in 2005. A new headteacher took up post in September 2008. The school holds the Sportsmark, International Schools and Healthy Schools awards, as well as a Football Association Chartermark.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The college provides a satisfactory education for its students. The strengths in provision lie in the curriculum, where the college has made good use of its specialist status to promote students' personal development. As a result, pupils and students lead healthy life-styles, behave well and play a good part in the community. They are quietly confident and well mannered. Students feel particularly safe at the college, because safeguarding is good. Academic performance is satisfactory. Students start and leave the college with standards that are broadly average, having made steady progress. The same is true for students in the sixth form. The college's leaders have worked hard to improve the quality of data on students' progress since the college was last inspected. As a result some teachers are now using this information more effectively to set work that has the appropriate level of challenge for individuals. However, this is not yet the case across the school and, as a consequence, some groups of students are doing better than others. Students with a statement of special educational needs, for example, do well. They each have a teaching assistant who knows exactly when to support them and when to let them get on by themselves. Other students who have difficulties with learning but do not have a statement of special educational needs, often find their work too difficult and so make slow progress. More-able students in the sixth form also make slower progress because they do not always find the work sufficiently challenging. Students enjoy coming to the college. The lessons they find most stimulating are those where they are actively involved, and this is when they learn best. In other lessons students spend too long simply listening to the teacher. When they do get the opportunity to take part, boys often dominate while girls sit quietly. This leads to boys making better progress than girls.

The college has made steady progress since it was last inspected, reflecting a sound capacity for improvement. Students' personal development has improved, while achievement has remained much the same. Senior leaders, including governors, have a clear and accurate understanding of the college's strengths and weaknesses because thorough checks are carried out on teaching and other provision. Middle managers play a good part in reviewing the performance of subjects. Most importantly, the college's leaders know why academic outcomes are not as good as those for personal development. However, plans for improving provision do not focus sufficiently on academic achievement or provide clear, measurable targets by which the college may judge its success in raising standards.

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

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- Improve the achievement of students from satisfactory to good by:
  - making better use of assessment data to set work that is closely matched to the needs of individuals, especially students supported on school action plus and more-able students in the sixth form
  - providing more opportunities for students, especially girls, to be actively involved in lessons.
  - Refine the college improvement plan by placing greater emphasis on raising academic standards and ensuring specific, measurable success criteria are identified by which leaders can frequently and regularly judge the impact of its actions.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Whilst students' overall achievement and enjoyment are satisfactory, there are variations between groups of students and in different subjects. Examination results suggest that pupils achieve well in physical education, as befits the college's specialist status, and in the humanities. This was borne out by inspectors' observations of lessons in these subjects, where students of differing ability make good progress. Progress is satisfactory in most other subjects, although the most able students in the sixth form do not always reach the standards expected of them. This is reflected in the below average proportion of students attaining A or B grades at A level. Progress is slowest in science where there have been several long-term absences which have disrupted the continuity of staffing. Some parents comment that these have meant that their children have not reached the standards of which they are capable in science. Most of the staffing problems have been overcome. In the science lessons observed few pupils and students, especially girls, made good progress and this was true in other subjects too. Whilst the progress of students with special educational needs and/or disabilities is satisfactory overall, there are differences in the rate at which they learn in the classroom according to the degree of support they receive. Those with a statement of special educational needs do well, while those supported on school action plus make slower progress than others. Students leave the college soundly prepared for the next stage of their education, although some are not clear about the next steps they need to take when choosing a career.

Students' behaviour is usually good in lessons, and often exemplary around the college. Their social and moral development is particularly good. Students are courteous and relate well to adults and to one another. They love being active in lessons, but can become a little frustrated when they have to sit and take notes or just listen to the teacher. On these occasions, students were seen to lose interest and start chatting to their friends. Their enjoyment of college is reflected in their above average, and improving, attendance. The college's focus on sport ensures not only that students lead

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healthy lifestyles, but also that they have many opportunities to play a part in the local community, especially through the 'sports leader' programme that has been extended into many other subjects. Students visit other schools to share their expertise, initiate and organise charity events and carry out many other activities in the local and wider community. The part they play in college is more restricted as they have a limited say in shaping the future of the college. Students have a very good understanding of how to stay safe and healthy, and usually, but not always, apply their knowledge in their daily lives. Students know a great deal about cultures from around the world, but they have few opportunities to engage with others of different ethnic and religious backgrounds so their understanding of life in multicultural Britain today is much more limited.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

The reasons for students' good personal development can be found in the curriculum. The college works in partnership with many other providers to ensure that students have access to a very wide range of courses, including those that are tailored to the needs of the least able. This not only improves students' enjoyment, because they study

<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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subjects that they find relevant, but also enhances their social development as they meet new people. Nevertheless, they are restricted to Tamworth so opportunities to meet others from differing backgrounds are relatively limited. There are many extra clubs and activities that are attended enthusiastically by students of all ages. Students rightly feel well cared for. They have someone they can turn to and have a deep trust of their teachers. There are good arrangements to ensure a smooth transition when students join or leave the college, and the college is correctly working to bring guidance on careers up to the same standard.

Teachers gain a good understanding of students' performance through frequent and regular assessments, although students say that marking in the sixth form is often less frequent than it should be, and so less effective in helping them learn. Any information gained from assessment is not always used to plan lessons. Often the work is pitched at the middle-ability pupils in the class, which the most-able find too easy or those with special educational needs find too hard. Teaching assistants supporting those with a statement of special educational needs are adept at adapting tasks so that such pupils find the work suitably challenging and so make better progress in lessons than others. The same good level of guidance is not available for those without statements of special educational needs. At other times there are insufficient opportunities for pupils to develop their ideas through active participation, such as engaging in discussions and sharing their ideas. In these lessons, boys are much more likely to put themselves forward when asking or answering questions, and so make better progress. When they are given tasks that they can really get their teeth into or that make them think for themselves, students throw themselves into the activities, work hard and concentrate, so boys and girls make equally as good progress. Teachers get on well with their students. Homework is used well to support learning. It is set frequently and builds upon what is learnt in class.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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>3</b>

## How effective are leadership and management?

The college's leaders, including governors, accurately evaluate what the college provides and where it can improve. They set challenging targets for the school's performance, although these are not always met. Where actions have been taken, for example in improving attendance, they have been well targeted and successful. However, the college development plan focuses mainly on personal development, rather than

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improving academic achievement. Leaders are aware of differences between the performances of different groups of pupils and are trialling new approaches, such as single sex teaching groups, in order to ensure equality for all students. Teaching is checked frequently, but the quality of observation varies.. Most middle and senior managers are clear on where strengths and weaknesses in teaching and learning lie, so teachers know exactly what they should improve. However, a few managers describe what the teacher does without saying how effective it is, leaving some teachers unsure of how effective a lesson was. A good emphasis is placed on ensuring that safeguarding procedures meet requirements. Rigorous checks are firmly in place and the monitoring of policies is meticulous, although the role of governors is not made clear in some policies. The college goes to great lengths to promote community cohesion in the locality and internationally, where it has won awards for the quality of its work. However, its audit of this area of work has correctly identified the need to improve students' understanding of the different cultures represented in Britain today.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Sixth form**

In many respects the provision and performance in the sixth form mirror those of the rest of the college. There are the same variations in the quality of teaching and learning, according to how well the information from assessments is used to plan lessons. More often though, it is the more able students who do not make as much progress as others because they do not always find the work sufficiently challenging. Physical education in the sixth form is not as good as in other years. The enrichment programme is not as



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well planned, so not all students have the same opportunities. Links with other providers are equally as good as in the rest of the college, so students have a wide range of courses from which to choose. Another common strength is in personal development. Students are mature and have good attitudes to their studies. They work hard and want to do well. They rightly feel well cared for, but some academic guidance, such as that for those aspiring to Oxbridge, comes too late. There have been several changes of leadership in recent times. There are now ambitious plans for improvement and expectations of staff and students are rising rapidly. However, the systems to support such improvement, for example deeper analysis of progress and closer tracking of performance, are not yet having a significant impact.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

**Views of parents and carers**

Parents are generally happy with the education their children receive. All but a very few are particularly pleased with their child's enjoyment of college and the efforts that the college goes to in order to keep their children safe. The inspectors agree with parents' views. Some rightly feel that they do not know enough about how well their child is progressing or how to help them at home. They point to the limited communications with them over the course of the summer term, whilst industrial action was taking place, as the main reason.

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

Ofsted invited all the registered parents and carers of pupils registered at Rawlett Community Sports College 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 158 completed questionnaires by the end of the on-site inspection. In total, there are 1159 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	33	97	61	6	4	1	1
The school keeps my child safe	49	31	104	66	1	1	1	1
The school informs me about my child's progress	25	16	89	56	22	14	10	6
My child is making enough progress at this school	33	21	96	61	8	5	4	3
The teaching is good at this school	30	19	109	69	10	6	0	0
The school helps me to support my child's learning	24	15	88	56	30	19	4	3
The school helps my child to have a healthy lifestyle	28	18	100	63	20	13	3	2
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)	36	23	90	57	11	7	3	2
The school meets my child's particular needs	37	23	93	59	11	7	2	1
The school deals effectively with unacceptable behaviour	27	17	103	65	20	13	2	1
The school takes account of my suggestions and concerns	22	14	89	56	18	11	4	3
The school is led and managed effectively	34	22	95	60	11	7	2	1
Overall, I am happy with my child's experience at this school	46	42	46	42	14	13	1	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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



12 October 2009

Dear Pupils and Students

Inspection of Rawlett Community Sports College, Tamworth, B79 9AA

Many thanks for all your help when we recently visited your college. We were most impressed by your behaviour, manners and above average attendance. Overall, we found that you receive a satisfactory education. Most of you make steady progress in your subjects. Examination results and standards are around the national average. Some of you do not do as well as you should because the work you are given is sometimes too hard or too easy for you. Teachers know what you are capable of achieving because they mark your work frequently and accurately. However, they don't always use the marks when deciding what tasks to give you. You told us that you learn best when you are active in lessons, rather than just listening. This was clear in the lessons we saw, where some of you lost concentration and started to chat rather than work. It was also noticeable that boys were much more likely to ask and answer questions in these lessons while the girls sat quietly. So, we have asked your teachers to give you work that is more closely matched to your ability and that you can take an active part in. You can help by concentrating and contributing when ever you can!

What the college does well is to use its links with other schools and colleges to give you plenty of choice in the courses you can follow, as well as lots of extra clubs and activities. Many of these activities focus on physical education, which is understandable as you go to a sports college. They are good at helping you to stay healthy and also teaching you how to get on with one another. We were very impressed by how many of you do things in the local community. Things like your good behaviour, manners and social development don't come about by accident. The people who run the school have worked hard to improve them and they are better than when the college was last inspected. The systems for keeping you safe at college work well, and you told us how secure you feel. We have asked leaders to place the same emphasis on your academic learning, so that standards can be improved more quickly.

With all best wishes for the future.

Yours faithfully

David Driscoll

Lead inspector

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