

Chase Terrace Technology College

Inspection report

Unique Reference Number	124443
Local Authority	Staffordshire
Inspection number	340571
Inspection dates	25–26 November 2009
Reporting inspector	Kevin Sheldrick 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	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1350
Of which, number on roll in the sixth form	214
Appropriate authority	The governing body
Chair	Ms Di Evans
Headteacher	Dr Stuart Jones
Date of previous school inspection	7 March 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 35 lessons, and held meetings with governors, staff and groups of pupils. They observed the college's work and looked at documentation relating to planning, monitoring, safeguarding, communications with parents, and 416 parental questionnaires.

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

- The achievement of more able students in the main college to determine whether teaching is sufficiently challenging, particularly in the key subjects.
- In the sixth form and main college the extent the college is tailoring its provision to ensure positive outcomes for all students.
- The extent effective practice is embedded in the college and the link with the college's capacity for sustained improvement.

Information about the school

This college is larger than the average size secondary school. The proportion of students from ethnic minority groups is less than 5%. The number of students with special educational needs and/or disabilities is average. The college has been a Technology College since 2002 and gained a second specialism in the Arts in 2007. The college was awarded the Information and Guidance Quality Mark Award in 2009. A new headteacher was appointed to the college in September 2008.

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

Students make satisfactory progress at Chase Terrace Technology College and it provides a satisfactory standard of education. Students' behaviour and the contribution they make to the community are positive features of the college. The good care, guidance and support contribute to students feeling safe and helps ensure students with special educational needs and or learning/difficulties make strong progress. The college's strengths in this aspect of provision are recognised by parents who are strongly supportive of the college. The curriculum meets the needs of students well, particularly in years 10 and 11 where students enthused about the wide range of courses available. The college's dual specialism has been instrumental in providing enrichment weeks and a wide range of extra-curricular activities that add to students' enjoyment. The sixth form is providing a good standard of education.

Teachers have secure knowledge of their subjects and over half the lessons observed were good or better. In these lessons teachers carefully adapted their material to meet the needs of different groups of students. This approach is not consistent across the college. Similarly, guidance given to students about their performance is inconsistent and as a result students spoke about subjects where they are insufficiently aware of how well they are doing and what they must do to improve.

The college's leaders have successfully developed strong partnerships with parents. Their work with external organisations has been particularly successful in improving the curriculum and students' well-being. The new headteacher's strong commitment to equal opportunities has led to a recent sharper focus on removing the barriers to learning. Heads of department are providing effective leadership in most areas. The college's capacity for sustained improvement is satisfactory. The college has identified its strengths and weaknesses and is working on the right priorities. This is resulting in promising signs of improvement, for instance in the better outcomes for more able students and the progress students are making on the recently introduced vocational courses. Although weaknesses are being tackled, the monitoring and evaluation of teaching is not sharply enough focussed on learning in Years 7 to 11. The school adopts challenging targets but does not always use these to promote the ambition the college has for its improvement.

What does the school need to do to improve further?

- Improve student progress and the quality of learning by ensuring:
 - all teachers consistently provide opportunities for students to work at a level appropriate to their abilities

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- students are clear about how well they are doing and what they must do to improve in all subjects
- teachers consistently manage other adults effectively in the classroom.
- Improve leadership and management by:
 - more vigorously promoting the college's challenging targets amongst students, parents and staff
 - using assemblies and tutorial time to more effectively communicate key messages
 - increasing the rigour in the monitoring of teaching so that weaker practice is eliminated and greater consistency is attained
 - ensuring all middle leaders are effectively involved in monitoring
 - analysing the performance of different groups in terms of all outcomes and rapidly adjusting provision to ensure equal opportunities
 - providing further opportunities for students to be involved influencing decisions about learning.
- 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**

Although in the past there have been differences in the outcomes of girls and boys, inspectors found no appreciable gap in the performance between these groups. The small number of students with statements of special educational needs make strikingly better progress than any other group. Students of different abilities, including the most able, make satisfactory progress. This level of performance was evident in lessons although it varied significantly, depending on the effectiveness of teaching. Students were observed to be making better progress in design technology, information and communication technology (ICT) and English. The weakest performance was in science, although a lesson was observed in which students made outstanding progress in this department. In lessons students worked steadily and occasionally demonstrated enthusiasm for the subject matter. These judgements are borne out by recent examination results, which have been broadly in line with national averages.

Students are well prepared for their futures because they gain useful insights into the world of work and post-16 education, largely through the strong links the college has with other organisations. They also develop the social and group work skills that employers value. Students' punctuality is good and their attendance is satisfactory. There are real strengths in terms of the social and moral aspects of students' development. For example, they develop a strong sense of right and wrong, and their behaviour is good as a result. They contribute much to the community and are keen to do even more fund-raising for charity. They would like further opportunities to influence decision-making in the college. On the other hand, opportunities to develop the spiritual

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dimension are missed both in lessons and assemblies because there are limited opportunities for students to come together as a community. The cultural dimension is being enhanced but the college recognises that there is more to do in order to prepare students well for life in this multicultural region.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	3

How effective is the provision?

The college has introduced a number of new approaches that have enabled many teachers to actively involve students in their own learning. For instance inspectors observed students taking greater responsibility for their own learning because teachers are routinely sharing assessment criteria. In the better lessons teachers are adjusting their plans as the lesson progresses. Questions are targeted at particular groups of students and responses are well managed so students cannot avoid thinking about the issues raised. However, there is also a proportion of teaching that is weaker because work is pitched at the middle and sometimes teachers talk for too long. Responses are sometimes taken from same group of more confident students. Most teachers manage other adults in the classroom well so students with additional learning needs are

¹ 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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particularly well met. The college indicated that other adults in classrooms could sometimes be utilised more effectively and inspectors saw examples of this. The groups of students interviewed by inspectors highlighted inconsistencies in the feedback they received from different subjects. This inconsistency was also evident in students' work scrutinised by inspectors. Some work lacks comments on how improvements can be made and there were examples of significant faults in students' work being uncorrected. Older students were in no doubt that the curriculum they experience in Years 10 and 11 is really good. Inspectors saw evidence supporting this in lessons where older students demonstrated greater enthusiasm for learning and were generally more engaged. This success stems from the wide range of courses, many of which have a strong vocational dimension and are the result of a growing collaboration with other organisations. The college has made Years 7 to 9 a priority and is taking a much more flexible approach to the commencement of GCSE courses. Increasingly, students are taking courses early where this is appropriate. ICT skills are developed well throughout the college. The college has an above average proportion of students gaining 5A* to G GCSEs because effective adaptations are made to the curriculum so that all students remain engaged. Care, guidance and support are a major strength of the college because of the emphasis given by all staff to ensuring the well-being of students. Increasingly the more effective use of data is allowing the college to be preventative in its approaches. The college was able to provide inspectors with impressive case-studies of how it had intervened to ensure the well-being of students in challenging circumstances. Parents highlighted the extensive work with feeder primary schools undertaken to ensure pupils transferred smoothly at the end of Year 6. Information and guidance are of high quality, particularly that provided for vulnerable students and those at risk of underachieving. There are some inconsistencies in the communication of important messages because of the limited opportunities students have to come together as a community

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The college's leaders command the overwhelming support of staff, parents and students. A shared vision of a caring college that values every single individual is well established. Targets are used well, particularly with older students, to encourage each individual to strive for the very best. Targets are used less effectively to galvanise the entire community into taking all the steps needed to improve achievement. There is

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some variability in the effectiveness of middle leaders, and senior leaders do not always ensure they rigorously monitor their areas of responsibility. Governors know the college's strengths and weaknesses and have not ducked dealing with some difficult issues, such as under-performing departments. They are highly visible around the college and are aware that they need to have a greater influence on the strategic direction of the college. Equal opportunities are taken seriously. For instance, the college has successfully improved the motivation and attainment of boys through a 'raising boys' achievement' programme that includes a very well-supported breakfast club. The college is improving its use of data so it can act more quickly in light of any evidence that the outcomes for a particular group are unequal.

The college develops students' understanding of risk so they can keep themselves safe. All safeguarding regulations and duties are met and arrangements and policies are systematically reviewed. Staff have been suitably trained and have the skills and expertise required to keep students safe. The college recognises the challenges in terms of community cohesion and is beginning to take steps that will assist in developing a more cohesive community locally and nationally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

Students make good progress and enjoy their time in the sixth form. Attendance and punctuality are good. Almost all students complete their courses and progress from the sixth form into worthwhile positions, with the majority going to their first choice universities. All students contribute positively to the life of the main college, for instance

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by listening to younger students read. Many support the outreach work the college undertakes in local primary and special schools, as part of its specialism. The college consistently monitors the progress students make and intervenes quickly if needed.

The teaching seen in sixth form was better than in the main college because lessons were consistently well adapted to the full ability range. In addition, virtually all students in the sixth form know how well they are doing. Most students follow a largely academic curriculum that meets the needs well of those students who choose to stay into the sixth form. In collaboration with other providers more vocational options are being introduced, so the sixth form is expanding. This improved curriculum is raising standards. Students indicated that they are very happy with the guidance and support they receive about what they should do next.

Leadership has a strong focus on progress and on care for the individual. The head of sixth form has an in-depth knowledge of the students, which contributes substantially to their making a success of their sixth form experience. Management regularly monitors progress to avoid underachievement, and ensures consistency in the quality of teaching. As a result, outcomes are improving and the sixth form is growing rapidly.

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

Almost all parents who responded to the questionnaire indicate that they are happy with their child's experience of college and think they are kept safe. The vast majority think teaching is good. The very large majority of parents responded positively to all the other statements. A very small minority of parents disagreed with the statement concerning the extent the college helps them support their child's learning and how effectively the college takes account of parental suggestions and concerns. Inspectors found that the college does a good job engaging with parents, although the college recognises that further work is needed to help parents support their child's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chase Terrace Technology College to complete a questionnaire about their views of the college.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the college. The inspection team received 416 completed questionnaires by the end of the on-site inspection. In total, there are 1350 students registered at the college.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	127	31	257	62	26	6	4	1
The school keeps my child safe	160	38	246	59	5	1	1	0
The school informs me about my child's progress	129	31	249	60	29	7	5	1
My child is making enough progress at this school	120	29	265	64	22	5	5	1
The teaching is good at this school	114	27	281	68	10	2	1	0
The school helps me to support my child's learning	99	24	248	60	55	13	4	1
The school helps my child to have a healthy lifestyle	87	21	274	66	40	10	6	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)	124	30	250	60	19	5	1	0
The school meets my child's particular needs	106	25	283	68	18	4	3	1
The school deals effectively with unacceptable behaviour	134	32	236	57	29	7	7	2
The school takes account of my suggestions and concerns	100	24	252	61	45	11	5	1
The school is led and managed effectively	132	32	252	61	18	4	2	0
Overall, I am happy with my child's experience at this school	161	39	236	57	14	3	1	2

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">■ 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 pupils' 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.



27 November 2009

Dear Students

Inspection of Chase Terrace Technology College, Burntwood, WS7 2DB

Before summarising the outcomes of the recent inspection I would like to thank those students we interviewed for their highly perceptive comments that informed the judgements we eventually reached.

We concluded that your college is providing a satisfactory standard of education. The sixth form is good. Students make satisfactory progress so attainment is close to the national average. Care, guidance and support are very effective in helping students with special needs and/or learning difficulties to make good progress. The curriculum is also good, particularly in Years 10 to 13 where students spoke very positively about the wide variety of courses on offer. These two aspects of the college's provision contribute to behaviour that is good. Most other outcomes are also good..

We have asked the college to improve the consistency of teaching and learning, particularly in the main college. You experience a lot of good teaching but in some lessons work could be matched more effectively to the range of abilities in the class. You told us that in some subjects you did not always receive the guidance needed to know how well you are doing. We agreed that this is the case so we are suggesting that all subjects must take steps to ensure you have this information. You can help by telling your teachers when you are unsure of how well you are doing and by asking what you must do to improve if this is not clear.

We have also suggested to the college that it should improve the effectiveness of how it evaluates teaching and learning in Years 7 to 11. You can use your college council to give your views about how well the college is addressing these key issues.

I wish you all the best for the future.

Yours sincerely

Kevin Sheldrick

Her Majesty's Inspector

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