

# Chase Terrace Technology College

Bridge Cross Road, Chase Terrace, Burntwood, WS7 2DB

**Inspection dates** 3–4 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders have created a happy and caring school community, where teaching and achievement are both good, and which prepares students well for their future success.
- The headteacher and governors have a thorough and accurate understanding of the school. They have focused with determination on making improvements. As a result, the quality of education provided is now good.
- Students' achieve well across a range of subjects. Achievement in English has improved considerably and is now good.
- Many groups of students, including disabled students and those who have special educational needs and disadvantaged students, receive high quality support that is improving their achievement.
- Teaching is good. Lessons are carefully planned and teachers skilfully use a variety of approaches to engage students so they learn well.
- Students are keen to learn, and work well together and on their own. This makes a positive contribution to their progress in lessons.
- Attendance is above average and improving. Exclusions have been reduced because the school has successful systems in place to manage behaviour.
- Students behave well. They feel safe and are polite, courteous and respectful. Inspectors found students to be confident and articulate in discussions with them.
- The sixth form is good. The well-planned curriculum supports students' good achievement in many subjects and underpins their high rates of progression to the next stage of their learning, training or employment.

### It is not yet an outstanding school because

- The achievement of disadvantaged students has been inconsistent over time. The success rates of students re-sitting GCSE examinations in the sixth form, although improving, are not high enough.
- Not enough students secure the highest grades in GCSE and A-level examinations. In some lessons, work is insufficiently demanding for the most able.
- School policies, including for marking, have not been consistently implemented in all subjects.
- Some middle leaders do not evaluate information about students' progress and the quality of teaching as well as others; consequently, they are not able to precisely identify what needs to be improved.
- The programme for personal skills development and citizenship in the main school and in the sixth form is not planned carefully enough so that students' progression over time can be monitored.

## Information about this inspection

- Inspectors observed teaching in 39 lessons. They carried out some joint observations with the school’s senior leaders. Observations of other aspects of the school’s work were also made, such as tutor time and sessions in the school’s ‘Focus Centre’ and ‘Skills Club’. Inspectors also looked at students’ books and folders during lessons.
- Meetings were held with groups of students, governors and school staff, including senior and middle leaders. Informal discussions also took place with staff and students. A telephone discussion was held with the local authority’s school improvement adviser and with the headteacher from a school that has supported Chase Terrace Technology College.
- There were 67 responses to the online Parent View questionnaire that provided evidence for the inspection. Inspectors also received some direct correspondence from two parents.
- Questionnaire returns from 61 members of staff were analysed.
- Inspectors looked at a range of documentation, including the school’s self-evaluation and development plans, school policies, external reviews of the school and minutes of meetings of the governing body. Information about students’ progress, attainment, attendance and exclusions was also examined as were the school’s records of safeguarding, checks on the quality of teaching and marking, and information about the way teachers’ performance is linked to salary scales.

## Inspection team

Chris Chapman, Lead inspector	Seconded Inspector
Ian Hodgkinson	Her Majesty’s Inspector
Robert Steed	Additional Inspector
Caroline Dawes	Additional Inspector
William Houldsworth	Additional Inspector

## Full report

### Information about this school

- Chase Terrace Technology College is a larger than average secondary school with an average-sized sixth form.
- The proportion of disadvantaged students , i.e. those eligible for support from the pupil premium (additional funding provided by the government for students known to be eligible for free school meals and children looked after in public care), is below average at 17%.
- The proportion of disabled students and those who have special educational needs is, at around 20%, slightly above average.
- The vast majority of students are from a White British background. The proportion of students who speak English as an additional language is well below average.
- One student attends a full-time placement at The Bridge Centre Short Stay School. The achievement of students following alternative provision will therefore not be evaluated in this report as the student would be directly identified.
- The school has received support through a link with the De Ferrers Academy in Burton-upon-Trent.
- In 2013, the school met the current government floor standards which set the minimum expectations for students' attainment and progress.

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

- Further improve the impact of leadership and management at all levels by:
  - strengthening systems to promote the consistent implementation of school policies
  - ensuring that all middle leaders are consistently effective in drawing together and evaluating information about the progress of students and the quality of teaching so that their plans for improvement are rigorous
  - developing a more coherent programme to support students' progression in personal, social and citizenship skills in the main school and sixth form.
- Further raise achievement, especially that of disadvantaged students and the most-able students, both in GCSE courses and in academic subjects in the sixth form by:
  - consistently planning lessons that provide the right levels of support and challenge so that all students and groups of students make outstanding progress
  - ensuring that teachers consistently provide high quality marking so that students can improve their work and writing skills
  - continuing to improve the attainment of students re-sitting GCSE examinations in the 6<sup>th</sup> form.

## Inspection judgements

### The leadership and management are good

- Since the previous inspection, the headteacher has focused purposefully on identifying priorities for improvement and ensuring that these are tackled. The school has continued to ensure students' behaviour is good and raised its expectations of their likely achievement. The impact of key actions is evident in improving attainment overall, in the sustained improvements in mathematics and in the significant rise in achievement in English.
- The headteacher's evaluation of the school is accurate. It provides a thorough and honest analysis of the strengths and weaknesses of the school, and is used to produce carefully considered plans for further improvement, against which the school's progress is checked. Across the school, leaders and staff are ambitious for the school's improvement. However, not all middle leaders are equally rigorous in evaluating the performance of groups of students and in ensuring the consistent implementation of school policies in their areas of responsibility.
- Subject leaders' monitoring of teaching quality and students' progress has contributed to improvements in many subjects. However, the remaining variations in achievement between subjects reflect differences the rigour of these leaders' monitoring procedures and the effectiveness of their improvement actions.
- Leaders have introduced a number of initiatives that have enabled teachers to share good practice. In addition, there is an extensive training programme that has been enthusiastically received by teachers and which has helped develop and improve their practice. Leaders routinely check the quality of teaching through learning walks and work scrutiny, and offer accurate feedback to teachers on the quality of their teaching. As a result, the quality of teaching has improved since the last inspection and a greater proportion of teaching is good or outstanding.
- Teachers' salary progression is closely linked to their performance and evaluated against the professional teaching standards and evidence of their impact on students' progress.
- Leaders ensure that the way in which they spend additional funding, including catch-up funding, is evaluated effectively so that it makes a difference to students' achievement and attendance. Additional teaching in and out of usual lesson time is having a positive impact on the achievement of disadvantaged students in English and mathematics and quickening progress for those who enter the school with attainment below average. Additional support for students whose achievement or well-being is vulnerable, for example through the 'Focus Room', ensures that they feel safe and included, and can access additional guidance. The school is promoting equality and countering discrimination well.
- The curriculum is broad and well-balanced and includes a range of academic and vocational courses, including in the sixth form. Leaders systematically review the quality, breadth and impact of courses on offer to ensure that the curriculum meets the needs of students and enables them to achieve well. Recent changes, such as increasing the amount of time allocated to English, mathematics and science reflect the commitment of leaders to continually improving achievement. There is well thought-out and carefully planned provision for students to improve their literacy skills.
- Both the curriculum and wider life of the school provide rich opportunities for students to develop their spiritual, moral, social and cultural understanding. This is promoted through a good, well-balanced religious education curriculum, together with many international links and visits. An excellent programme of extra-curricular activities, including sports and performing arts events, and extensive involvement in fundraising activities, all successfully support students' personal development.
- 'Drop-down' days, focus weeks and the assemblies programme provide regular opportunities for personal, social, health, economic and citizenship education. This programme is designed to help students develop their understanding and acceptance of other cultures and to prepare them for life in modern democratic Britain. However, leaders have not planned or monitored this programme carefully enough to ensure that students make clear progression of their knowledge and skills in these areas as they move through the school.

- Careers education and other information, advice and guidance are good. Students undertake an extensive careers programme and have frequent opportunities to develop business and enterprise skills. Students are well-prepared for their future careers pathways. This is reflected in the extremely low numbers of students who do not secure a place in further education, employment and training by the end of Year 11 and the high rates of students' progression to higher education, training employment in the sixth form.
- Arrangements for safeguarding students are effective and meet statutory requirements. Staff have received appropriate training, including training on how to identify students who may be at risk from extremism or radicalisation. The school assiduously monitors the well-being, achievement and attendance of students attending alternative provision.
- Stakeholders, including parents, staff and students are very positive about the school. Parents are particularly positive about the level of care, guidance and support their children receive and about the leadership of the school.
- The school has benefited from regular monitoring and support from the local authority. External reviews performed by the local authority confirm the positive improvements that the school has made since the previous inspection. Consultants have been commissioned to support subject leaders, and have helped to improve teaching and aspects of the curriculum. Links forged with the headteacher from a good school within the local authority have provided opportunities for teachers to exchange practice, and this has also been effective in helping the school to implement better systems for the tracking of students' progress.
- **The governance of the school:**
  - Governors are well-informed and receive regular updates about students' progress and the quality of teaching in the school. They visit the school regularly to meet with leaders and have been involved in visits to lessons with school leaders. As a result, they have an accurate understanding of the strengths of the school and areas to improve.
  - The governing body is well-structured. A strategic group consisting of all governing committee chairs, closely monitors the progress of the school against key areas of improvement. Governors have also been consistently involved in core group meetings held as part of the local authority's monitoring process. Link governors have now been attached to curriculum areas to give them a more direct overview of the work of individual subjects.
  - Governors are experienced and skilled. A number of governors sit on the governing bodies of other schools. Their expertise has been enhanced further by undertaking training. They understand school achievement data well and know how well the school is performing. They are therefore able provide effective challenge and support to school leaders.
  - Governors have a good understanding of performance-related pay. They use this to hold staff and leaders, including the headteacher, to account.
  - The governing body is efficient in meeting its statutory duties, including with regard to safeguarding. Members of the governing body have recently undertaken training in the government's 'Prevent' strategy to counter extremism and radicalisation in schools. They closely monitor the school budget and have ensured that the school is financially secure. They promote equal opportunities effectively and are firmly committed to making sure that students are well cared for.
  - Governors have a clear view of how additional funding, including funding for disadvantaged students, is spent and the impact of this spending. They see further closing the gaps between the achievement of disadvantaged students and non-disadvantaged students as a priority.

## **The behaviour and safety of pupils are good**

### **Behaviour**

- The behaviour of pupils is good.
- Leaders have ensured that there are consistent approaches to managing behaviour across the school. The behaviour policy sets high expectations for staff and students and helps students to focus on learning well. The positive impact of this policy is evident in the thorough monitoring and recording of students' behaviour, in the good attitudes to learning that they exhibit in lessons, and in the willingness of students

to participate fully and constructively in the wider life of the school.

- Students behave sensibly around the site. They are respectful of their environment, smartly dressed and courteous to adults. Many spoke with confidence to inspectors and said that behaviour was typically good.
- Effective behaviour management systems have led to low and reducing rates of exclusion.
- Students are punctual to school and to their lessons. Any lateness is carefully checked by the school.
- A very large majority of parents and carers who responded to the Parent View survey say that students are well-behaved.

### Safety

- The school's work to keep pupils safe and secure is good
- Attendance is above average and rose in the last academic year. The school works closely with parents and other agencies to improve the attendance of students who are regularly absent from school. The proportion of these students is below average and has been reduced in recent years.
- Health and safety are given a high priority. Risk assessment procedures are thorough and external reviews of health and safety are highly positive. Inspectors saw some excellent ways in which safe practices were promoted, for example, when teachers outlined health and safety procedures to students before practical activities in science and technology lessons.
- Students learn how to keep themselves safe from harm through 'drop down days' that focus on issues such as e-safety, sex and relationships and citizenship, and enable students to engage with external agencies. The school also promotes understanding about the dangers of bullying. Students have little awareness of the dangers of extremism and radicalisation but staff have now been trained to enable them to strengthen the school's provision in this regard.
- The majority of students say they feel safe. A small number of students reported to inspectors that they had been bullied, but acknowledged that their teachers had quickly resolved these issues. The school's records of bullying incidents demonstrate that any incidents are dealt with swiftly and effectively.
- Appropriate checks are made to ensure that students attending education off-site are safe.
- A very large majority of parents who responded to the Parent View survey say that their child is safe and well looked after.

### The quality of teaching

is good

- Teaching is good. Lessons are characterised by positive relationships between staff and students that create a good atmosphere that contributes well to learning. Students ask for help if it is needed, engage readily with the activities they are given and work successfully whether together or on their own. In a reading lesson for example, a lower ability student volunteered and confidently read out loud in class because of the positive climate for learning established by the teacher.
- Teachers use their good subject knowledge to plan lessons well. They explain ideas and tasks clearly, and offer a range of approaches to maintain students' interest. In a Year 11 medical physics lesson, an intriguing film clip was skilfully used to capture students' attention, and was carefully linked to theoretical work so that students fully understood the applications of fibre-optic technology.
- Effective support in lessons is offered for lower ability students and those who are disabled or who have special educational needs. Teachers provide resources that are well-matched to the needs of these students, and provide additional explanation as necessary so that they learn well. Teaching assistants are deployed efficiently, know the needs of students, and provide a suitable balance of support and challenge

to improve their learning.

- Teachers develop students' reading and writing skills effectively across the curriculum. Examples were seen where teachers shared and secured the key vocabulary needed in the lesson, offered students opportunities to improve their extended writing, and enabled students to practise their discussion skills well.
- Some teachers provide tasks that are more demanding for the most-able students, which reflects their high expectations of this group, but this is not yet common practice in all subjects. In mathematics for example, the most-able students say that they are regularly offered more challenging tasks that they move to when they are ready. However, these students confirm that, in some lessons, they complete the same work as their classmates and are therefore not always making the progress that are capable of.
- Inspectors saw some excellent examples of marking in the school that clearly identified the strengths in students' work, provided clear guidance on how to improve and gave students the opportunity to act on this advice. In a Year 12 English lesson, students made rapid progress because they discussed their teacher's detailed comments with their peers and used this to revise and improve their piece of writing. They were proud of the improvements they made in the lesson. However, there is a lack of systematic approaches to marking across the school and this has led to inconsistencies across subject areas. In a small number of lessons, marking does not tell students what they need to do to improve, and low standards of presentation and disorganised work in folders are occasionally accepted without comment. In these cases, students' progress over time is weaker than it should have been.

### The achievement of pupils

is good

- Students enter the school with broadly average attainment. The rising trend in achievement over the last three years is reflected in the consistent growth in the proportion of students who attain five or more A\*-C grades across all subjects, including English and mathematics. In 2013, attainment at the end of Key Stage 4 was broadly average. Provisional examination results for 2014 show that attainment was above average. This shows that students now make good progress overall.
- Progress and attainment in mathematics are consistently good. In 2013, attainment was well above national averages and remained so in 2014. The proportion of students making expected progress from their different starting points is above that of other students nationally.
- Standards in English, which in 2012 and 2013 were weaker than those in mathematics, improved significantly in 2014. They are now above the national average as a result of a sustained focus by leaders on improving performance in this area.
- Achievement in many other subjects has also risen. Students do particularly well in languages, design and technology, art and design and in vocational subjects in the sixth form. However, achievement in geography, history and science has been less consistently strong in Key Stage 4, as has that in some academic subjects in the sixth form. Students' achievement in personal, health and social education is unclear, however, as the design of this course makes it difficult for leaders to track their progress accurately.
- Disabled students and those who have special educational needs benefit from well-targeted support and intervention both within and outside of the classroom. As a result, these students achieve well. There is a strong focus on developing students' literacy skills and the school has considerable expertise in supporting students with dyslexia.
- The achievement of disadvantaged students relative to other students in the school has been uneven in the past, but the broad trend is one of improvement. In 2013 the gap between disadvantaged students and their classmates both in school and nationally, was eliminated in mathematics. However, it was wider, though reducing, in English, as disadvantaged students achieved half a grade below other students in school and nationally. 2014 data shows that the gap in English has reduced to less than half a grade because the progress and attainment of disadvantaged students are rising. The gap widened in



mathematics in 2014, but school data shows that it is set to reduce again next year. This is because provision has been reviewed and, as confirmed by inspection evidence, is more carefully targeted towards needs.

- Students who join the school with below average attainment in Year 7 receive highly effective support to help them to catch-up in English and mathematics. As a result, they make rapid progress, particularly in their reading and writing skills.
- The school has implemented an extensive strategy to promote whole school literacy. This has resulted in greater opportunities for students to read, and develop different reading skills. Students' writing is benchmarked against their best piece of writing in Key Stage 2, to ensure that they are building on their writing skills in Key Stage 3. A range of programmes are operated to provide additional support in English and mathematics across the school to those students who need it.
- The school no longer makes use of early entry to examinations.
- The achievement of the most-able students is improving, but slowly. Progress for this group improved considerably in English in 2014, and at Key Stage 3 there is evidence that, over time, the most-able students are making quicker progress. However, too few students attain the highest grades at GCSE.

### The sixth form provision

is good

- Achievement in the sixth form is good overall. In 2013, students made well-above average progress in A-levels and in vocational subjects. In 2014, provisional information shows that progress rates declined in some academic subjects but were broadly average overall. Achievement in vocational subjects is consistently high.
- In academic subjects, A level success rates are generally high, although fewer students than average achieve the highest grades. Students consistently make better progress than average in art and design, photography and psychology and broadly average progress in most others.
- In the small number of subjects where students do not make enough progress, leaders have acted rigorously to bring about improvements.
- The sixth form offers a broad range of academic and vocational courses. Leaders rigorously review the subjects on offer so that they meet students' needs. The quality of the curriculum is reflected in the high rates at which students stay on and complete courses.
- Students are offered extensive independent advice and guidance to support them in making choices for their next stage in learning, training or employment. The proportion of students who go on to study at university is above average and the proportion of students not entering education, employment or training is very low.
- Students' attitudes to learning in the sixth form are good and this is reflected in their high rates of attendance.
- Teaching in the sixth form is good. Teachers have good subject knowledge, use questioning to deepen students' knowledge and understanding and offer well planned opportunities so that students develop and extend their learning when working collaboratively and independently. As a result, students make good progress in the majority of lessons and outstanding progress in some.
- Students have access to a range of work experience and leadership opportunities, including supporting younger students in the school in developing their literacy and numeracy skills. However, leaders do not track and monitor students' involvement in these opportunities with sufficient rigour. They cannot, consequently, be sure that all students are making sufficient progress in their personal and employability skills over time.



- Leaders monitor the quality of teaching in the sixth form effectively and take action to ensure that any underperformance is tackled. The progress of individual students is closely tracked and monitored, and action taken to address underachievement. However, leaders do not draw this data together to evaluate the achievement of different groups of students sufficiently or identify patterns in achievement over time that would enable them to make more rapid improvements.
  
- Although improving, the proportion of students entering the sixth form without a grade C in English or mathematics, who succeed in their re-sits in these subjects, is not yet high enough.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	124443
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	453496

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

<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
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1319
<b>Of which, number on roll in sixth form</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Di Evans
<b>Headteacher</b>	Stuart Jones
<b>Date of previous school inspection</b>	5 March 2013
<b>Telephone number</b>	01543 682286
<b>Fax number</b>	01543 673337
<b>Email address</b>	office@cttc.staffs.sch.uk

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