

chaseterracetechnologycollege

Part of the Stephen Sutton Multi-Academy Trust



www.cttc.staffs.sch.uk

We hope that this prospectus will give you a good sense of what Chase Terrace Technology College is all about. However, there is no substitute for seeing the school for yourself and we would be delighted to show you around. Our students are the 'life force' of the school and the best advertisement we have – we would love you to see them in action.



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Igniting Aspiration.

Here at Chase Terrace Technology College, we work together to 'ignite' the aspiration of all members of our community, encouraging and supporting them to achieve more than they had thought possible.

The Governing Body and staff team work in partnership with parents/ carers and the local community to ensure the best possible outcomes for students. Part of the Stephen Sutton Multi-Academy Trust, the school takes its lead from the shining example of Stephen Sutton* himself. He showed us all how to make the best of our opportunities.

'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.'
(Ofsted, 2015)

The school is highly focused on achieving strong academic outcomes for all students through challenge and support, resulting in excellent progression into higher education, training and employment and enhancing work and life prospects. The most able students are 'stretched' to achieve exceptional results. Our inclusive ethos creates a well-ordered, highly supportive and respectful learning environment, where diversity is celebrated and students are treated as individuals. Relationships across the school community are considered key.

Chase Terrace Technology College has specialist staff teaching across the curriculum in purpose-built accommodation. The majority of the school is 'new build' (from 2004), with a large sports centre built in 2009 and a new technology / community learning block added in 2015. The school site provides a contemporary, safe and inspiring setting for learning.

The Sixth Form is an important feature of the school's provision and our sixth formers are great role models to younger students. They make an important contribution to school life. The strong reputation of the Sixth Form is well-established and draws in students from further afield.

The school and the Trust are very strongly community-focused, including through the excellent working arrangements we have with a broad variety of local businesses and other agencies. This partnership work helps students to understand the needs of employers, putting into context what they are learning. Furthermore, it enables us to play an active role in brokering work-related training for the wider community, including through the use of the Community Hub.

Nicola Mason (Ms.)
Head of School

Stuart Jones (Dr.)
Executive Headteacher

** - Stephen Sutton was a student at Chase Terrace Technology College. He inspired people across the world with his bravery, generosity of spirit and extraordinarily positive response to his terminal cancer condition. The community of Burntwood is enormously proud of what Stephen achieved through his fundraising campaign for the Teenage Cancer Trust (over £5 million raised).*

Driving Achievement.

Expectations are high at Chase Terrace Technology College and our young people are given lots of support to maintain strong progress throughout their courses. We ensure that students have a clear idea of how well they are doing overall in each of their subjects, both overall and in relation to specific areas of each course. Aspirational targets are set to provide benchmarks against which progress can be measured.

Throughout the year, and across the curriculum, there is a scheduled programme of assessments, supported by revision activities and parents/carers receive regular reports on progress. Students receive feedback from these assessments, in the form of a profile of the stronger and weaker aspects of their work and time is put aside for re-teaching and doing extra work on priority areas. Success is acknowledged, celebrated and rewarded and extra support is put in place, as required, in order to get students back on track towards achieving great results. The school has a cumulative rewards system and at the end of years 9, 11 and 13, there are special Presentation Evenings - always very special events.

'Students are keen to learn and work well together and on their own.' (Ofsted, 2015)



Students are helped to develop both the skills of independent learning and the ability to work collaboratively and effectively with others as part of a team. There is a specific emphasis placed on the importance of reading and students develop, or extend, good reading habits through the Accelerated Reader programme and a variety of other initiatives.

For students who need additional support to reach their aspirational goals in English and Maths, the school has specialist intervention tutors (highly experienced teachers) and is therefore well-placed to provide extra input in these critically important areas, as it is needed.

There is also a variety of specific programmes for students with different needs, including the Gifted and Talented Students scheme (for the most able) and the Raising Girls' and Raising Boys' Achievement programmes (for students who need a little extra help). Students with Special Educational Needs and/or Disabilities are well supported by a strong and experienced team of teaching assistants, led by the Senior Assistant Head (SEN and Inclusion). We are a Dyslexia Friendly school and the staff team understand well how to adapt approaches and resources for students with differing learning profiles and needs.



Curriculum.

Our curriculum provides a rich diet of learning. In Years 7, 8 and 9, students study: English; Maths; Science; History; Geography; French or German; Computer Science/ICT; Design and Technology; Art; PE; RE; Music; and Drama.



In Years 10 and 11, they continue to study English, Maths, Science, PE and RE and make choices across a broad range of options. In addition to the core subjects, all students are required to study at least one course from: History; Geography; French or German; Computer Science/ICT; and triple science.

'Students are offered extensive independent advice and guidance to support them in making choices for their next stage in learning, training or employment. (Ofsted, 2015)





Students and parents/carers are given lots of support to help to ensure that the right course choices are made. There is a programme of careers education and guidance and work-related activities from Year 7 right through to year 13 and this is led by a Director of Careers Education, Information and Guidance, who is a member of the Senior Leadership Team. Chase Terrace Technology College has earned an extremely strong reputation for the quality of this work, and is one of only 15 lead 'Careers Hub' schools in the country, receiving specific funding to support other schools with work-related learning. On a biennial basis, the school hosts a huge Careers Fair that, as a Midlands-based event, is second only to the Skills Fair at the NEC in its scale.

'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.'



As well as a strong academic core provision, we have great expertise and resources in Computer Science and Design Technology, helping to equip students for an increasingly technologically sophisticated and automated world. Furthermore, the school is distinctively strong in Art and Photography, in Performing Arts, and in the range of sporting opportunities (including swimming) we are able to offer.

More broadly still, there are many extra-curricular opportunities in the form of lunchtime and after-school clubs, dramatic productions and musical concerts, trips abroad and a thriving Duke of Edinburgh programme. Students are also able to learn a musical instrument, or continue their progress, through the after-school tuition programme.

Positive Relationships.

'Students behave well. They feel safe and are polite, courteous and respectful.'
(Ofsted, 2015)



∞ We consider the quality of relationships across the whole school to be critically important and work hard to provide a safe, secure environment in which all students can be happy and successful. The ethos of the school is based on cooperation and maintaining a climate of mutual respect. We believe strongly that all members of the school community should have an equal opportunity to participate fully in the life of the school, free from discrimination or harassment of any kind. Furthermore, a well-ordered, disciplined working environment is a prerequisite for students being able to meet the strongly aspirational targets that are set for their educational achievement.

The school's core expectations in relation to its 'Respect for All' code of conduct can be summarised as: Be Ready; Be Respectful; and Be Safe. Great importance is placed on rewarding positive behaviour in relation to this code and this is built into the school's rewards system. Where conduct falls short of these expectations, steps are taken to address the issue and measures are put in place to prevent repetition. A very firm line is taken on bullying, with swift intervention, clear communication and appropriate action taken. An effective team of student counsellors help to provide an extra layer of support.



Facilities.

Chase Terrace Technology College has some of the best accommodation and facilities in Staffordshire, including:

- a large new sports hall and fitness suite
- a swimming pool, extensive grounds and sports pitches
- excellent ICT provision throughout the school
- Art/Photography studios with Mac suites
- Music practice rooms and Mac suites
- a specialist Drama studio (in addition to the main hall)
- CAD/CAM facilities in the brand new Technology block which includes specialist workshops and Food, Textiles and Graphics areas
- a large suite of science laboratories
- a central library area
- a dedicated Sixth Form area
- a purpose-built 'pastoral hub', where the year offices are based



Student Support.



We pride ourselves in the quality of individual support that we provide to the young people in our care.

This level of care starts before students join the school community, through the transition work that takes place with primary schools (or secondary schools, for students joining at a later stage). There is a team of people, led by an Assistant Headteacher, who work together to ensure that we have all of the important information about each student and, equally, to ensure that students are inducted successfully and parents get all the information they need.

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In order to provide effective care, there is a year-based pastoral system and students are supported by a Form Tutor and a Head of Year, who guide them through their time at the school. There is also a Student Support Officer (for each year group), who is available throughout the day to deal with any issues that may arise and to provide an easily accessible communication link with parents and carers.



'The transition from primary school surpassed all expectations. Staff at CTC have gone beyond the call of duty. Communication between us and the year team has instilled much confidence in us as parents, which we have passed on to our children.'



'My son recently had an accident, which meant he could not attend his normal classes. The staff at Chase Terrace, and particularly Student Support, have been wonderful in helping him to carry on with his studies and also giving him the emotional support

The school operates a 'first day' absence monitoring system and the school employs the services of an external agency ('Attend') to strengthen further the level of support and remediation for student absence from school. Persistent absence has a serious impact on achievement and is therefore taken very seriously.

We also provide a well-qualified medical officer, who is available throughout the school day to provide first aid, as required, liaise with parents when students are unwell and manage agreed medical care plans. Specific provision is also made for students who need some counselling or need to be reintegrated into school following a prolonged period of absence. For students who have a (temporary or permanent) physical disability, access around the site is very good, with lifts to the first floor of the buildings.

In order to support parents and enable students who live outside of the immediate area to get to and from home safely, the school operates its own transport service (a combination of coaches and minibuses). Transport to and from school, using a convenient and safe drop-off point, is organised, as required. Furthermore, the library opens early and stays open late - for students who are dropped off early or picked up later than the end of the school day, or simply as a place where some students go to work.



Sixth Form.

Students who continue into the Sixth Form specialise in three or four Advanced Level courses, as long as they meet the specific GCSE entry requirements for each individual course. As a large school, we are able to offer a broad selection of A Levels (and some vocational courses), but we also work in collaboration with local schools (with organised transport) to make the range of choices even wider. In addition to their core programme, Sixth Form students take on a leadership responsibility, either within the school or in the local community. As required, provision is put in place for students to retake GCSE English and/or GCSE Maths.

The Sixth Form have their own work and social areas and kitchen. They are expected to work with maturity and independence, but receive a similar level of support to students in the lower school, with a Tutor, Head of Sixth Form and Deputy Head of Sixth Form. Aspirational targets are set for each course and regular assessments are conducted with reports on progress and intervention put in place, as required.



The well planned (Sixth Form) curriculum supports students' good achievement... and underpins their high rates of progression. (Ofsted 2015)



Choosing to join the Sixth Form at Chase Terrace Technology College could be one of the best choices that a young person could make, as it provides a highly supportive foundation for a critical life phase and can open up a gateway to further exciting opportunities. Sixth Form students undertake a work experience placement in Year 12, together with a variety of university visits (including Oxbridge and Russell Group) and participation in talks and workshops from higher level apprenticeship providers and other employers. Lots of support is provided in relation to university, training and job applications, together with information relating to other key issues such as student finance.



Most of the students in the Sixth Form were previously members of our school community, but there are always a significant number from other schools. Incoming students settle in very quickly and this enriches the sixth form experience for everyone.

Sixth Formers are role models for other students in the school and they get involved in discussions with visitors, conducting tours of the school, interviewing prospective staff and giving presentations at official events. The elected Sixth Form Committee provide a great social dimension to sixth form life and sixth formers also routinely take the lead in whole-school charity events and school musical, dramatic and sporting events.

Find Us.



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Chase Terrace Technology College is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.