

Chadsgrove School

Meadow Road, Catshill, Bromsgrove, B61 0JL

Inspection dates 13–14 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- What was already a good school has improved even further since the last inspection. The achievement of pupils is far above that found in similar schools. There is a strong commitment to excellence throughout the school which helps pupils make outstanding progress.
- Teachers have very high expectations and, because their planning includes clear reference to the needs of each pupil, the work in class helps them to do their very best. This includes their social and emotional development as well as academic progress.
- Pupils' behaviour and safety are of the highest order. Tremendous care is taken to ensure the well-being of pupils who are potentially very vulnerable.
- Leadership is outstanding because there is an absolute focus on providing education of the highest standard. Teachers receive excellent support, but are also challenged to work at a consistently high level. Members of the governing body have a range of expertise that is used effectively to support the highly effective management of the school
- The sixth form is outstanding because it supports continued learning while also giving very strong support to enable students to face the next stage of their lives with confidence.
- The school's highly successful outreach work supports over 200 pupils in 110 mainstream schools across north Worcestershire.

Information about this inspection

- During the inspection 15 lessons were observed taught by 15 different teachers, including in the Early Years Foundation Stage and the sixth form.
- The inspector heard pupils read and looked at some of the work they have produced.
- Meetings were held with the headteacher and other senior leaders including those responsible for the Early Years Foundation Stage and the sixth form, representatives of the governing body, pupils and staff. Telephone conversations were held with a representative of the local authority and an education consultant who has worked with the school.
- The views of the 22 responses to the on-line Parent View were taken into account, together with those obtained in a recent parent and carer questionnaire carried out by the school. The views of staff were gained from discussions and from the staff questionnaire, while the views of pupils were sought in discussions and in a meeting with representatives of the school council.
- A range of documents were looked at in detail, including data on pupil progress, teachers' planning and assessment, schemes of work and curriculum planning, the school development plan and a range of policies and procedures, including those for safeguarding.

Inspection team

Martyn Groucutt, Lead inspector

Additional Inspector

Full report

Information about this school

- Chadsgrove is a special school for pupils who have physical disabilities, often accompanied by other complex medical needs. Around 80% use wheelchairs and in recent years the nature of their learning difficulties has become increasingly more acute and complex.
- All the pupils are supported at Early Years action plus, school action plus or by a statement of educational needs.
- The proportion of pupils attracting the pupil premium (additional funding allocated by the government) is higher than that generally found.
- The school provides an outreach service to support mainstream schools, pupils and families in north Worcestershire, currently working with 110 schools.
- In partnership with the University of Worcester, the school has developed a University Certificate in Supporting for Learning for teaching assistants and others involved in supporting learning.
- In 2005, the school became a Specialist Sports College and in 2009 was granted Higher Performing School status for its expertise with sensory and physical disabilities. In 2011, it was awarded the Research Charter Mark for its collaboration in a national project into complex learning difficulties and disabilities.
- The school has been selected by the Youth Sport Trust to be a Health and Wellbeing Lead Partner School.

What does the school need to do to improve further?

- Further extend the outreach service offered to mainstream schools, pupils and families in order to maximise the number of pupils with disabilities who receive high quality education in local mainstream schools.

Inspection judgements

The achievement of pupils is outstanding

- The National progress data that helps special schools identify the progress made by pupils provides very clear evidence that the progress made by pupils at Chadsgrove is far higher than that found in similar schools.
- Progress is monitored from when children first enter Nursery, where their learning needs are analysed, to when they leave school, so that each individual's needs are carefully identified. The vast majority of pupils remain at Chadsgrove for their whole education, where careful and regular checks mean that even the smallest steps in progress are noted.
- Detailed information shows that, throughout the school, pupils' progress from starting points is outstanding except for the small number for whom medical conditions prevent this. Regular recording of individual achievement in the pupil tracking system enables teachers to set challenging targets. Outstanding progress enables the vast majority of pupils to reach or exceed their targets. In the sixth form, students with severe or profound and multiple learning difficulties continue this pattern of outstanding achievement.
- The very successful outreach team support pupils in mainstream schools. These pupils benefit from services that enable them to do well. They receive effective support that allows them to achieve well in their local community schools.
- Pupils' achievements are recognised through a range of accredited courses for those able to follow them. Among those currently being used to recognise positive achievement are qualifications at Entry Level and BTEC, and accreditation from the Award Scheme Development and Accreditation Network (ASDAN). There has been a marked increase in the number of examination passes over the last three years, particularly among the group of pupils with moderate learning difficulties. Pupils' communication skills, self-confidence and independence are also promoted extremely effectively and progress supported.
- Great care is taken to ensure that the additional funding through the pupil premium is very carefully targeted at pupils for whom it is intended. This has helped to fund the appointment of a Complex Learning Difficulties and Disabilities Coordinator and to purchase specialist information technology equipment which is made available for parents to borrow. The very careful analysis of how best to target the pupil premium for each recipient supports their individual learning and progress, enabling them to close gaps in achievement.
- Careful tracking of different groups of pupils, including those who attract the pupil premium, shows there is no difference in progress between them. This is because teaching and the curriculum is individualised to meet individual needs.
- Reading is well promoted throughout the school and supported through outstanding teaching of phonics (learning about letters and their sounds), although attainment in this and other areas is low because of the learning difficulties faced by the pupils.

The quality of teaching is outstanding

- Teaching is outstanding because the individual needs of every pupil are known and the professional relationships between teachers and teaching assistants are exceptional in meeting them.

- There is a positive and dynamic link between the skill of teachers in challenging and engaging pupils, and their outstanding achievement. Parents and carers fully appreciate this, creating strong home-school links which also have a strong impact on the quality of learning.
- At the same time, the severe nature of some pupils' difficulties means that progress may be severely limited or even regressing. Teachers still show determination to provide the best possible education, demonstrating a strong commitment to equal opportunities. Sometimes the curriculum is jointly developed between education and health service staff.
- All teachers have very high expectations and great care and attention goes into planning. This identifies the specific needs of every pupil in the class, their current level of achievement and what the anticipated outcome of the lesson for them will be, together with some extension work if they achieve this.
- Pupils' work is assessed regularly and great care taken to note new learning or skills when they are first seen. Technology is used extremely effectively, such as the filming of activities undertaken in class, so that pupils can discuss their learning. This is reinforced by extremely good questioning from teachers which helps pupils think hard about the work they are doing.
- The learning experiences provided support all pupils' access to learning and is reinforced through specialist teaching, such as in music. This promotes high standards, as well as good levels in pace and challenge in lessons across the whole curriculum, with appropriate focus on English and mathematics. Considering the wide age-range of pupils, it is a testimony to the professional skill of staff that teaching and learning are of equally high quality throughout the school.
- The Complex Learning Difficulties and Disabilities Coordinator carries out focused observations and checks on the progress of pupils who benefit from the pupil premium. This leads to both personalised individual support for pupils and specific advice to class teachers so that these pupils are given strong and effective support in raising achievement.
- The school's specialist sports college status is reflected in the high quality of physical education and games, leading to pupils' success in local and national competitions. This expertise is shared very effectively in the local community, with other schools and in participation in national initiatives.
- The work of the outreach team in supporting pupils with a range of disabilities in mainstream schools is held in very high regard by schools and families alike. As it has developed its expertise, the school's wish to educate as many pupils as possible in local mainstream schools remains strong. Chadsgrove is constantly looking for ways in which the scope and effectiveness of the service can be further enhanced.

The behaviour and safety of pupils are outstanding

- Behaviour is generally exemplary and little time is lost in lessons due to bad behaviour because pupils are fully engaged and enjoying their learning. Where wider difficulties lead to issues around the management of behaviour, carefully devised behaviour plans are skilfully implemented.
 - Pupils can talk about bullying in all its forms and say it is very rare. Care is taken to emphasise to pupils the potential risks in the misuse of computer social networking sites. Many pupils are
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potentially vulnerable and great care goes into risk assessments and health and safety in school and also on any trips or visits. As a result, pupils are very safe. Pupils are aware of this and in lessons on personal and social education, they draw on their understanding and experiences to plan and discuss how to create a safe environment.

- Attendance is below average, but this is almost entirely due to the wider health needs of pupils. When absences for medical reasons are removed, attendance figures are high because pupils enjoy school.

The leadership and management are outstanding

- The headteacher was newly in post at the last inspection. Since then, her drive to make this an outstanding school has become shared by the whole school community and is a prominent feature of school life. All leaders have clear roles and responsibilities, carried out with commitment and pride in what is being achieved throughout the school.
- Systems to monitor the quality of teaching are effective, forming part of teachers' appraisal and performance management. Staff are aware of their accountability for pupils' progress and understand how this is linked to salary progression. Teachers on the upper pay scales have clear additional responsibilities and are held to account in the process of school improvement. Annual objectives are set for staff through a process that also involves self-evaluation against the Teachers' Standards.
- Self-evaluation is rigorous and leads to effective priorities for continuing improvement being identified in the development plan. The local authority also undertakes an annual review, which has led it to offering 'light-touch' support, recognising the excellent practice in the school.
- The curriculum is flexible and wide ranging, meeting the needs of all including those with the most severe levels of disability. It is reinforced through a range of clubs and activities. Care is taken to ensure the full engagement of wheelchair users so that they participate fully. The sports specialism adds to the wider development of pupils' skills and expertise at local, regional and national levels. The school's games organiser, a post established at the school in 2011, links over 30 local schools in activities with Chadsgrove as the hub.
- Spiritual, moral, social and cultural development is outstanding, helping pupils to develop their wider social skills and understanding, and also to realise their rights and responsibilities in their wider community.
- Partnerships with parents and carers are extremely positive, with the school offering substantial support, such as holiday play schemes, Saturday leisure clubs and a short-break facility for three evenings a week.
- Links with other professional agencies, such as health and social care, are outstanding. The physiotherapy service and family support worker are based in the school and it is used as a base for clinics for children from the area.
- **The governance of the school:**
 - The governing body is centrally involved in the process of school improvement. They monitor the effectiveness of the headteacher, ensuring that her performance objectives are challenging and focused on school improvement, including the sixth form. Statutory duties are

carried out effectively and safeguarding procedures are robust. Individual governors are linked to curriculum areas and other elements of school life. The governing body is well informed by first-hand evidence and this has enabled its members to play a key role in the recent improvements. Some members have a background in finance and this supports effective financial monitoring. This is most noticeable in the allocation of the pupil premium, so that the individuals for whom it is intended benefit from carefully targeted and very effective additional support. Governance is therefore effectively supporting these pupils' enhanced engagement and progress.

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

Unique reference number	117062
Local authority	Worcestershire
Inspection number	401637

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

Type of school	Special
School category	Community
Age range of pupils	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	121
Of which, number on roll in sixth form	18
Appropriate authority	The governing body
Chair	Oliver Cook
Headteacher	Deb Rattley
Date of previous school inspection	26 April 2010
Telephone number	01527 871511
Fax number	01527 579341
Email address	office@chadsgrove.worcs.sch.uk

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