



Cheslyn Hay Sport and Community High School

The School

Welcome to Cheslyn Hay Sport and Community High School. We hope that the following information provides an insight into the school and encourages you to consider working here.

Cheslyn Hay High School originally opened in 1977 as a purpose built 13-18 school. In 1985 it underwent reorganisation and is now an 11-18 comprehensive school of 1300 students of whom some 190 are in the Sixth Form. Our pupil admission number (PAN) is 224, organised into eight forms of entry. We changed our name to Cheslyn Hay Sport and Community High School as a result of us achieving Specialist Sports School status in 2004.

The Catchment Area

The school is situated in a pleasant part of South Staffordshire quite close to Junction 11 of the M6 and is quickly and easily accessible by road particularly the M6 Toll road. The catchment area consists of Cheslyn Hay, Essington and Featherstone. We also take a number of students from Wolverhampton, Walsall and Cannock. About half of the students travel to school by bus.

Ethos

We seek to provide a rich, high quality education within a secure, caring and disciplined environment that allows all to develop their potential whilst recognising the needs of others and of society. The excellent 'respect' ethos ensures that all systems of care, guidance and support are based on caring for students as individuals.

"Positive relationships between staff and students foster good and sometimes outstanding attitudes to learning... The vast majority of teachers have high expectations of students. Most students are motivated in their learning, engage enthusiastically in activities and work well in a range of contexts".
(Ofsted 2015)

Governors

The governors make an excellent contribution to the work of the school. They meet at least four times a year as a full body. Among other things these meetings give the governors the opportunity to hear and review the work of the SLT and look at the curriculum, pastoral issues, standards and outcomes and finance and staffing issues.

Leadership and Management

The Senior Leadership Team (SLT) consists of the Headteacher, two Deputy Headteachers, four Assistant Headteachers and the Business and Finance Director. In addition the extended senior leadership team consists of the Directors of English and Mathematics. Each member has clear roles and responsibilities that include line managing departmental and pastoral leaders. The Business and Finance Director line manages the leaders of the various support teams such as Administration, Finance, Premises and ICT. Middle leadership consists of Heads of Department and Heads of Year who lead and manage a range of subject and pastoral teams.

Staff

Despite national issues we have been fortunate to be able to recruitment high quality staff. The present staffing provides a healthy balance of age and experience; there is also a good mixture of colleagues who have been at the school for many years and those who have recently joined. Typically, staff work extremely hard and are willing to go the extra mile when it is required. They are very supportive of each other and many participate in the regular social events that are organised.

Staff Development

There is a strong professional development programme linked to performance management and the school's improvement priorities. There is a strong tradition of associate teachers working in the school and most years we cater for graduate trainees and our induction programme for NQTs is well established. A significant number of our staff move on to middle and senior leadership posts both within and outside of the school. We enjoy excellent links with various higher education providers and the West Midlands Consortium.

“Leaders monitor rigorously the quality of teaching in the school and use the range of information they gather to arrive at accurate judgements. This enables leaders to put in place additional support to ensure that all teachers meet the required standards. Well-thought out plans for training focus on carefully identified whole school priorities and on the needs of individuals. As a result, the quality of teaching is good and improving”.
(Ofsted 2015)

Curriculum

In all years students follow a broad and balanced curriculum. In Year 7, the teaching groups are mainly mixed ability with the exception of English. In Years 8 and 9 grouping by student ability is progressively introduced. In Years 10 and 11 the core includes English, mathematics, science, physical education and religious studies. At Key Stage 4 we have introduced three pathways to increase the opportunities for students to achieve the EBacc. SEN provision is by a combination of withdrawal and extra support in lessons. A comprehensive range of A level subjects together with A level applied courses are offered in the Sixth Form. As well as what you would typically expect, we run courses such as drama, media studies, philosophy and ethics, and applied courses in art, ICT, health and social care and sport. Sixth Form students also participate in a weekly enrichment programme. To complement the above students in all years also follow our Personal Wellbeing and our Economic Wellbeing Programmes.

“Students enjoy a wide range of additional opportunities to develop their personal skills and interests. The ‘Wellbeing’ curriculum, assemblies, tutorials, study of religious education and visits, including international visits, foster students’ awareness of how to keep themselves safe, and their understanding of different faiths and cultures. Modern British values and students’ spiritual, moral, social and cultural understanding are promoted successfully.”
(Ofsted 2015)

Enrichment

As part of our commitment to develop all students the school offers a range of activities that take place during lunchtime, after school, at weekends and during the school holidays. The school has an outstanding reputation for the number and variety of trips it runs each year. Our annual residential visits include Barcelona, Venice, London, France, Germany and outdoor pursuits centres.

Pastoral

A strong pastoral system based on year groups ensures the provision of a caring and supportive environment for students to work in. Typically, tutors take responsibility for approximately twenty-eight students. We have an inclusion team consisting of an Inclusion Manager, Learning Mentors and a Behavior Coordinator to support the students and the work closely with the Heads of Year. The inclusion team is based in the Achievement Centre (The ACE) and work closely with external agencies. We enjoy close links with outside agencies and have on campus our own specialists and support centre that complements the steps taken in the main school to help our students make the most of the opportunities we provide. The school has an exceptionally strong commitment to providing the highest standards of care and support to all students.

“The behaviour of students is good. Students’ good attitudes to learning have a positive impact on their progress in lessons and are further reflected in their engagement in the wider life of the school. Students are polite, courteous and respectful to adults. In lessons, mutual respect between students and adults creates a positive climate for learning”
(Ofsted 2015)

Buildings

Although built in the late 1970s, the school accommodation is in excellent condition as we believe in providing staff and students a pleasant working environment. Departments are accommodated in their own suites of rooms and there is a central library and lecture theatre. All year groups have their own social area including the sixth form. We also have an extensive sports centre, which includes a swimming pool, five court sports hall, gym, spinning studio, multi-purpose suite and state of the art flood lit football and hockey pitches and netball and tennis courts. We have a purpose built sixth form centre and an Independent Learning Centre (ILC) which has 75 computers and an interactive whiteboard. Our Café and Snack Bar has been refurbished and is designated as a ‘Centre of Excellence’.

ICT facilities

All teaching spaces benefit from interactive whiteboards linked to computers and projectors. We have a number of computer suites complemented by computer clusters in various subject areas. The school is served by its own intranet and very fast broadband.

Links with other schools

The school enjoys excellent links with its five partner primary schools through the Cheslyn Hay Cluster and the other high schools in the South Staffordshire district through the South Staffordshire Schools’ Network. Both groups meet regularly to promote joint activities for the benefit of all the schools involved. Examples of the cluster collaboration include joint Professional Development Days and cross phase enterprise projects. Examples of high school collaboration are the District Inclusion Panel and we are the hub of the South Staffordshire School Sport Network which has enabled us to continue to lead on promoting physical education and sport in the forty-four schools in the district despite the withdrawal of much of the central funding.

Ofsted and other indicators

In June 2015 Ofsted judged us to be a good school in all categories. Our attendance figures are healthy and our exclusion figures are very low. The school has been oversubscribed for a number of years.

Conclusion

Like many schools the new performance measures and changes to exams mean we face a number of challenges but are very confident of a bright future for the school. Applications are welcomed from colleagues who feel that they can lead us to sustain that which makes the school special, but ensure we address successfully those areas that need further development so that we can improve the quality of education we provide for our young people.

For further information about Cheslyn Hay Sport and Community High School, and to view the prospectus please visit <http://www.cheslynhay-high.staffs.sch.uk>

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