

Aviation House
125 Kingsway
London
WC2B 6SE

T 0300 123 1231
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



16 January 2012

Mr G Salvesen-Sawh
Headteacher
Chichester High School for Boys
Kingsham Road
Chichester
West Sussex
PO19 8AE

Dear Mr Salvesen-Sawh

Ofsted 2011–12 subject survey inspection programme: economics and business education

Thank you for your hospitality and cooperation, and that of your staff and students, during my visit on 11 and 12 January 2012 to look at work in economics and business education.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and students; scrutiny of relevant documentation; analysis of students' work; and observation of seven lessons.

The overall effectiveness of economics and business education is good.

Achievement in economics and business education

Achievement in economics and business education is good.

- Last year, the proportion of students gaining A* to C grades in GCSE business was well above the national average, with most students meeting or exceeding challenging target grades.
- In the sixth form, students' achievement across the range of courses is inconsistent. In A-level accounting, students' progress has been broadly average but was high last year compared with their prior attainment. In A-level business studies it has been average, and in economics it has been uneven, ranging from high to low over the past four years. The school rightly recognises that raising achievement in the sixth form is a key area for improvement.

Quality of teaching in economics and business education

The quality of teaching in economics and business education is good.

- Teachers have good subject knowledge and a good rapport with their students. Their well-planned lessons include a wide range of relevant tasks and activities that successfully engage students' interest and involvement. Students' behaviour in the lessons observed was good.
- In the lessons observed, teachers' questioning to check and extend students' learning was not of a consistently high standard.
- Teachers' marking of students' work is detailed and thorough, providing useful and constructive feedback on how to improve their performance. The quality of marking and feedback contributes significantly to the effectiveness of robust systems to precisely monitor students' progress.

Quality of the curriculum in economics and business education

The quality of the curriculum in economics and business education is outstanding.

- All students in Key Stage 4 study a business course as part of the school's business and enterprise specialism. The formal business curriculum is very successful in meeting the needs and interests of students, accommodating a broad range of prior attainment. Arrangements to provide additional stretch and challenge for higher-performing students are well conceived.
- In the sixth form, the range of courses is very broad and balanced; students may choose from A-level courses in business studies, economics and accounting.
- The school provides a very wide range of enterprise activities for students and has a clear understanding of skills they develop through their participation in these. Plans for the revised teaching of personal finance are tailored to students' needs depending on their age. Mathematics lessons in Years 7 to 9 in particular provide valuable opportunities for students' learning through investigation and in applying mathematics in a business and enterprise context.

Effectiveness of leadership and management in economics and business education

The effectiveness of leadership and management in economics and business education is good.

- Leaders and managers have a good understanding of strengths and areas for improvement in the provision; in the lessons observed jointly, school leaders provided a reliable and accurate view of both these areas in teaching and learning.
- The whole-school vision for developing students' economics and business understanding, and financial and enterprise capability is very clear. This provision has a very high profile in the school, demonstrating clearly the impact of the school's business and enterprise specialism.

- Revised arrangements for monitoring students' progress towards achieving challenging targets are rigorous. They allow teachers to intervene and to respond to individuals' needs in a timely manner. It is too soon for results to reflect these developments but they provide capacity to support improvement in students' progress and attainment.

Areas for improvement, which we discussed, include:

- raising achievement in business and economics courses in the sixth form to match the levels seen in the rest of the provision
- ensuring that teachers' use of questioning to check and extend all students' learning is of a consistently high standard.

I hope that these observations are useful as you continue to develop economics and business education in the school.

As explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

Russell Jordan
Her Majesty's Inspector