

Chichester High School for Boys

Kingsham Road, Chichester, PO19 8AE

Inspection dates 27–28 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although senior leadership is good, some teachers in charge of subjects are not systematic enough in checking practice. Feedback to teachers on how to improve their teaching is variable in quality.
- Teaching lacks consistency and work is not always matched to the needs of individual students to challenge them fully.
- The work set for the most able students is not always demanding enough and some teachers' expectations of these students are not sufficiently high.
- In some lessons teachers talk too much. They do not check how well students are progressing and adjust activities to ensure the pace of learning is brisk.
- Although results rose in 2012, not enough students are reaching their potential to gain the highest grades at GCSE or AS and A level.
- The sixth form, though improving in subjects offered, requires improvement overall because students' progress is too inconsistent.

The school has the following strengths

- The implacable leadership of the headteacher has secured significant improvements in results, particularly in 2012, with a rate of improvement that is three times higher than the national figure.
- Leaders across the school monitor and track achievement carefully. They provide good quality support and guidance which are ensuring that students are increasingly successful.
- A new behaviour policy has led to significant improvements across the school. A calm working atmosphere ensures that students feel safe and supported to learn well.
- After a turbulent period prior to the headteacher's appointment, he and the senior leaders have secured the full confidence of staff, parents, carers and students. Morale is high and all are committed to secure further improvements.

- Governors are successfully challenging the school to improve further.

Information about this inspection

- Inspectors observed 44 lessons, four of which were joint observations with senior leaders. Inspectors also made a number of shorter visits to lessons and classrooms.
- Meetings were held with groups of students, a representative of the local authority, school staff including senior staff, and the Chair of the Governing Body and vice-chair.
- Inspectors observed the school’s work and looked at a wide range of documentation including students’ books, the development plans, current assessment information and the ways in which the school assesses how well it is doing.
- The team considered 76 responses to the online questionnaire (Parent View) and other questionnaires completed by staff.

Inspection team

Lesley Farmer, Lead inspector	Her Majesty’s Inspector
Marcia Headon	Additional Inspector
Michael Sutherland-Harper	Additional Inspector
David Webster	Additional Inspector
Helen Pennington	Additional Inspector

Full report

Information about this school

- Chichester High School for Boys is a larger-than-average secondary school. It shares a campus with Chichester High School for Girls and they have a joint sixth form.
- The proportion of students known to be eligible for the pupil premium is below average.
- Relatively few students are from minority ethnic groups and few speak English as an additional language.
- The proportions of disabled students, those who have special educational needs who are supported at school action or school action plus and those with a statement of special educational needs are above average.
- The school does not make use of any off-site provision.
- The school meets the government's current floor standards which set the minimum expectations for students' attainment and progress.
- The headteacher was appointed three months prior to the previous inspection in April 2010. Since then there have been significant changes in staffing.

What does the school need to do to improve further?

- Eradicate any remaining teaching that is less than good and increase the amount of outstanding teaching by ensuring that teachers:
 - maintain the highest expectations of all students' capabilities
 - provide students with sufficient opportunities to work more actively, independently and in groups
 - do not talk for too long when they work with the whole class and make better use of questioning, to engage, interest and challenge students
 - take full account of the particular needs of students of differing abilities, both in their initial planning for the lesson and in their interactions with them during the lessons
 - check students' progress at different points in lessons and adjust tasks and timings to ensure that levels of challenge are high and no time is wasted
 - provide the most-able students with work pitched at the right level to enable them to reach their potential and gain the top grades at GCSE, AS and A level.
- Ensure that the monitoring of teaching by subject leaders is consistently effective in:
 - evaluating the impact of teaching on learning so as to accurately identify aspects which need improving and provide clear guidance for teachers
 - checking that teachers follow up advice and instructions given after lesson observations, so that the effectiveness of their training is assessed and teaching continually improves.

Inspection judgements

The achievement of pupils

requires improvement

- Most students join the school with levels of skill that are average. Over time results have been below the national average. However, targets set by leaders for students and for staff are now far more challenging. Consequently, the 2012 GCSE results have yielded vast improvements and exceeded the national average.
- The school enters students early for mathematics in Year 10, in order to build their confidence. Students in Year 11 feel that this is beneficial and fully accept that they are not permitted to drop the subject if the result secured is lower than their target grade.
- Results in the sixth form over time have mirrored those in the main school with wide variability across subjects and too few students gaining the top grades. However, 2012 has seen an improvement in standards across a range of subjects at both A and AS levels.
- Students across the school are now increasingly making better progress because teaching has strongly improved, particularly in mathematics and because the subjects offered meet their needs more closely. Students currently in Year 11 are on track to achieve better results than the 2012 cohort.
- Disabled students and those who need extra help with their learning are progressing well and better than in the past. This is because good quality training for staff has improved their teaching and work for these students is now pitched at the right level. They are well supported and teachers pay good attention to their needs.
- There is very little difference in achievement between groups of students from all ethnic heritages and from backgrounds of differing social or economic advantage. However, more-able students are not gaining enough top grades either at GCSE or at AS and A level.
- Pupil premium funding has been used to provide additional support for these students with their English and mathematics. This is beginning to make a positive impact with some of them reaching higher standards in 2012 than in the past, although they are not yet reaching the same standards as some of their peers.
- The school's leaders have effectively prioritised the development of students' skills to speak, read and write clearly. This was evident across most subjects. However, the development of mathematical skills across other subjects is less evident.
- The majority of parents and carers who responded to the online questionnaire were happy with their son's progress. Two parents or carers wrote specifically to advise inspectors of the improvements.

The quality of teaching

requires improvement

- Teaching is variable in quality and is not consistently good, although there is much good and some outstanding practice. The 'Open Door' training policy provides good opportunities for staff to observe the most effective teachers. It has improved significantly since the last inspection.
- Good relationships between students and adults characterise most lessons. Teachers act as positive role models, demonstrating high levels of respect and courtesy to students. This is underpinned by good classroom management and routines such as crisp starts and ends to lessons.
- In the less effective lessons there are common weaknesses. In some cases, teachers spend too long talking to the whole class, but ask students few questions. The questions that they do ask are too easy and do not probe students' understanding. These lessons offer too few opportunities for students to work independently or in groups. This limits students' interest in the lesson and slows down the pace of learning.
- In some lessons there is insufficient challenge. This is usually because the work is too easy or

students are given too much time to complete it. In part, this is because too little account is taken of individuals' targets and current achievement when the teacher plans the lesson.

- In other lessons, teachers do not check students' learning and adjust timings or tasks accordingly. When this happens progress is slow and the more-able students, in particular, are insufficiently challenged and do not meet their potential.
- Some teaching is outstanding. In a Year 8 PE lesson, for example, because of the teacher's meticulous planning and organisation, students made rapid progress putting together a fitness regime. Expectations were unequivocally high and there was absolute clarity about what students needed to do to deliver a 'first-class' plan.
- Students know how well they are doing and know their target levels or grades. Their work is regularly marked and they receive helpful written comments on how to improve. Although there is some inconsistency in the quality of marking across subjects, leaders are aware and this is a target for improvement.
- The school's leaders have worked hard to develop teamwork between teachers and additional adults to support disabled students and those that need extra help, including those that are eligible for pupil premium funding. This has been successful. These students are well supported and additional adults have become skilled at judging the right time to offer help or when to challenge students to solve their own problems.

The behaviour and safety of pupils are good

- The introduction of a new behaviour policy, which clearly communicates high expectations and explicit consequences for poor behaviour, has resulted in marked improvements. The school offers a calm, safe environment for learning. Almost all students behave well in lessons, even when the teaching is not particularly inspiring.
- Discussions with students attest to the significant improvements in behaviour which they say is now typically good. Students like the behaviour policy and welcome the new system of rewards. This was particularly evident at break times and lunch times when an orderly queue of boys is formed on a daily basis, waiting at the 'I behave' shop to 'cash in' their behaviour points or save them for a coveted item such as an 'X Box'.
- Attendance levels have improved from below to above average in just over a year and exclusion rates have reduced from above to below average, which is indicative of the strong improvements that have been secured.
- Students feel safe and well supported. They have a clear understanding of risk and what constitutes bullying. They were very adamant that prejudiced-type bullying such as racism is not tolerated at the school and therefore does not occur. However, they did state that occasionally 'jostling' or 'pushing' can take place and when it does, it is dealt with robustly by the school's staff.
- Attitudes to learning are positive. Students are proud of their school and keen to learn. Their progress speeds up considerably when teachers provide opportunities to channel their energies and capture their imagination through group work or independent learning activities that challenge their thinking.

The leadership and management are good

- The headteacher is indomitable in his insistence on securing high standards for all. Since his appointment he has effectively moved the school from a very low base to one of secure improvement. As a result of his drive and ambition, standards are now above average at GCSE and beginning to go up in the sixth form.
- Senior leaders have embraced the headteacher's vision and are rigorous in their monitoring of students' progress and effective in the targeting of additional support if students lag behind.

Staff and students are now motivated to challenge themselves to do better. Consequently, the school is in a good position to continue its improvement.

- Targets set for teachers are used effectively to hold staff to account and raise standards. A number of staff have been held back from gaining salary increases because their performance is not yet good enough.
- Serious weaknesses in teaching have been effectively addressed and senior leaders have not shied away from holding difficult conversations with teachers about the quality of their teaching or the consequences of continued poor performance.
- A broad training programme provides support for teachers to improve their practice. It is closely matched to whole-school and individual priorities but its impact is not monitored closely enough.
- Leaders observe lessons frequently and set targets for improvement. However, there is some variability in the quality of subject leaders' feedback to teachers on what aspect of their teaching requires improvement. Furthermore, teachers' responses are not always followed up and so the impact of subject leaders' advice and training cannot be fully assessed.
- The local authority has been highly effective in its support of the school. In particular, it has provided additional support to improve progress and standards in mathematics, to excellent effect in 2012. It has also worked alongside governors and has provided good support for the newly appointed teacher in charge of special educational needs. It has been instrumental in helping the school to secure improvements in teaching overall.
- Subjects offered meet students' needs and aptitudes well. They contribute effectively to the development of students' spiritual, moral, social and cultural awareness and understanding, through a range of trips, international exchanges, visiting speakers and numerous charity and fund-raising events.

■ **The governance of the school:**

- Governors know how the school performs compared to others nationally and understand why it is not yet good. They have effectively supported the headteacher in driving improvement and insisting that his high standards are met and to good effect. Inadequate teaching has been virtually eradicated, behaviour has improved and examination results have improved. They know where the good teaching exists in the school and have backed him in ensuring that teachers' pay is clearly linked to their performance. They have similarly high expectations of him and his senior team. They regularly update their training and evaluate expenditure to ensure that resources provide value for money. They know how much the school receives for the pupil premium but were willing to admit that they have not yet begun to monitor its impact. They have committed to address this with immediate effect. Systems to keep students safe meet government requirements well.

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	126062
Local authority	West Sussex
Inspection number	402375

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–18
Gender of pupils	Boys
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,241
Of which, number on roll in sixth form	125
Appropriate authority	The governing body
Chair	Amanda Godfrey
Headteacher	Gavin Salvesen-Sawh
Date of previous school inspection	28–29 April 2010
Telephone number	01243 787691
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