

Chichester High School for Boys

Kingsham Road, Chichester, PO19 8AE

Inspection dates 02–03 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Requires improvement 3
Leadership and management		Requires improvement 3
Behaviour and safety of pupils		Good 2
Quality of teaching		Requires improvement 3
Achievement of pupils		Requires improvement 3
Sixth form provision		Good 2

Summary of key findings for parents and pupils

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

- Leaders, managers and governors have not ensured that teaching and achievement have improved enough to be good. Recent changes to the senior leadership team and efforts to raise the quality of teaching have not yet had time to fully impact on students' attainment and progress.
- The governing body has not been rigorous enough to tackle senior leaders and quickly address previous underperformance.
- Opportunities to further promote students' spiritual, moral, social and cultural development within and outside the classroom are missed.
- High levels of staff turnover have affected the quality of learning and impacted on students' progress over time.
- Teaching is improving, but is not consistently good across all subjects. Teaching does not always provide students of varying abilities, including disadvantaged students and the most able students, with the right level of challenge. Expectations are not always high enough.
- Marking and feedback are too variable and do not always help students to understand what they need to do to improve. In some students' books, work is unfinished and poorly presented. Students agree that their presentation could be better.
- The proportion of students gaining five good passes at GCSE, including English and mathematics, was below the national average in 2014.

The school has the following strengths

- The recently appointed headteacher has worked extremely hard to ensure that behaviour has improved significantly over the past year. Low-level disruption has been eliminated and students confirm that lessons are much calmer now.
- Teachers' questionnaires are extremely positive about recent changes implemented by the new leadership team.
- Teachers enjoy positive relationships with students and demonstrate concern for their welfare and well-being. Students say and parents confirm that they are looked after and feel safe.
- The quality of teaching has improved as a result of personalised professional development and the sharing of good practice.
- Students behave well and show good attitudes to learning. They are polite and courteous. Bullying is rare and staff deal with it swiftly where it does occur.
- Attendance rates have risen and persistent absence rates have fallen. Permanent and fixed-term exclusions are now similar to the national average.
- The sixth form is good. Students make good progress and leadership is highly effective so that standards are improving quickly.

Information about this inspection

- At the time of the inspection, Year 11 students were on study leave and a number of sixth form lessons were postponed. Inspectors undertook 32 lesson observations, including six observations which were jointly observed with senior members of staff.
- Inspectors met with students from all year groups including the sixth form. An inspector also spoke with members of the 'Junior Leadership Team'. Other discussions took place informally with students during lessons and break times.
- Inspectors looked at the school's website and various documentation including school policies, safeguarding documentation and development plans. They also looked at the school's records for safeguarding, child protection, behaviour, attendance and exclusions.
- Inspectors scrutinised the work across a range of students' books and folders in English, mathematics, science and humanities to evaluate students' achievement and the quality of assessment.
- Meetings were held with the headteacher, senior leaders and middle managers as well as a group of teachers who asked to speak with the team. The lead inspector also talked to three members of the governing body and a representative of the academies trust.
- Inspectors received 28 questionnaires completed by members of staff. They also considered the views of 78 parents who responded to the online questionnaire, Parent View, as well as questionnaires undertaken by the school. The lead inspector received two letters from parents and subsequently spoke with one parent on the telephone.

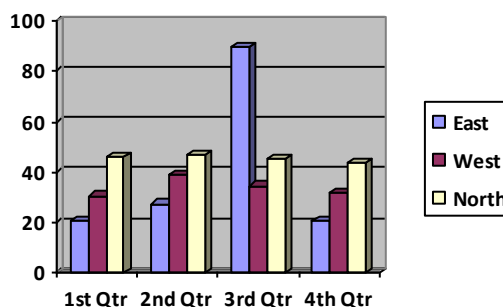
Inspection team

Paul Metcalf, Lead inspector	Additional Inspector
Anthony Darroch	Additional Inspector
Ross Macdonald	Additional Inspector
Patrick Robbins	Additional Inspector
Gill Walley	Additional Inspector

Full report

Information about this school

- Chichester High School for Boys is an average-sized secondary boys' school. The school shares a sixth form with the neighbouring Chichester High School for Girls. The headteacher was appointed in December 2014 and is also responsible for the girls' school. Proposals are well advanced to merge the schools into one co-educational school from September 2016.
- The school converted to be an academy in September 2013 and became part of the Kemnal Academies Trust (TKAT) along with the girls' school. An inspection of the predecessor school, of the same name, found the school to require improvement.
- The school has been affected by a high turnover of staff although this is more stable now. Most of the senior leaders are relatively new to their roles.
- The majority of students are White British with smaller numbers of any other White background. The proportion of students from minority ethnic groups is below the national average and those who speak English as an additional language is in line with the national average.
- The proportion of students supported by the pupil premium is below the national average. Pupil premium is additional funding for students who are known to be eligible for free school meals and looked after children.
- A small minority of Year 7 students, who did not attain Level 4 in either English or mathematics at the end of primary school, are eligible for catch-up funding.
- The proportion of disabled students and those who have special educational needs is below the national average. Most of these students have behaviour, learning or communication difficulties.
- A small number of students are educated elsewhere at Chichester College in Chichester and Pulborough, as well as the West



Sussex Alternative Provision College in Chichester.

- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress from Key Stage 2 to Key Stage 4.
- The school has a specialism in business and enterprise and has achieved the 'Investors in People' award as well as 'International School' status, 'Enhanced Healthy Schools' status and 'Investors in Careers' status.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least consistently good in order to raise attainment and ensure good and better progress for all groups of students, by:
 - having high expectations of what students can do and making sure that all students, especially disadvantaged students and the most able students, are challenged by their work
 - giving greater emphasis to the promotion of students' spiritual, moral, social and cultural development within and outside the classroom
 - providing students with clear and consistent advice on how they can improve the quality and presentation of their work
 - continuing to take appropriate action to appoint and develop high quality teachers, and minimise the impact of staff turnover.
- Improve the impact of leaders and managers by ensuring that:
 - the quality of teaching and learning is consistently good across all subjects especially in mathematics and humanities
 - governors are much quicker and more confident in rigorously challenging underperformance across the school
 - additional government funding to support disadvantaged students is used effectively to improve attainment and progress.

An external review of governance and of the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Leadership and management require improvement as achievement and the quality of teaching are not good. Historically, the gap between disadvantaged students and their peers is not closing and the most able students are not making sufficient progress given their starting points.
- Weak teaching is being addressed although the quality of teaching remains variable across the school. In some lessons, expectations are not as high as they should be and marking is not always carried out consistently so students are not provided with information about how to improve their work.
- Regardless, the headteacher and her senior staff have worked rigorously to address the poor 2014 results and to improve behaviour. A more consistent approach to sanctions and a greater focus on rewarding positive behaviour have resulted in a rapid improvement in behaviour across the school.
- Middle leaders have been supported to take greater responsibility for the achievement, behaviour and teaching in their own areas. They say that they feel encouraged and empowered. As a result, the quality of middle managers is now improving.
- The headteacher provides exceptional leadership to the school. Staff and students comment very favourably on her supporting and enabling leadership style. Staff returns talk very positively about improvements in leadership and a renewed vigour to raise achievement and improve teaching.

- Procedures for monitoring the quality of teaching and learning are rigorous and regular including formal lesson observations, frequent learning walks, informal visits and book scrutinies. Information is collated and used well to provide targeted and personalised professional development.
- Leaders have a very good awareness of the areas in which the school needs to improve. The school improvement plan is singularly focused on quickly raising achievement by improving the quality of teaching and learning, improving the school ethos and ensuring that assessment is accurate.
- The curriculum has undergone considerable changes to better match it to the abilities and interests of students. Extra-curricular opportunities are extensive. For example, the combined cadet force offers many opportunities for students to develop endurance, perseverance, responsibility, resourcefulness and service to the community.
- The school promotes traditional British values and prepares students for life in modern Britain well through community assemblies, sporting activities, mock elections and the excellent work of the elected 'Junior Leadership Team'. The school is a very cohesive community and promotes good behaviour and equality of opportunity well. It ensures there is no discrimination.
- Spiritual, moral, social and cultural experiences are supported through visits to battlefields, trips abroad, fundraising and activities in conjunction with the school's specialism of business and enterprise. However, this provision is not fully developed, within and outside the classroom.
- Students receive good support on option and career choices. This advice allows them to make informed choices about their next steps and helps them to consider a range of pathways within and outside of the school.
- Literacy across the curriculum is particularly strong with an emphasis on the development of boys' reading skills and all lessons include a literacy focus. However, presentation in books is variable. Numeracy is supported across the curriculum but not promoted as widely as literacy.
- Pupil premium funding is usefully spent on one-to-one and small group intervention in English and mathematics as well as homework clubs and financial support for school trips and extra-curricular activities. Year 7 catch up funding is spent on one-to-one and small group support focused on literacy and reading which is positively impacting on students' better reading skills in Year 7.
- The school has an increasing range of strategies for engaging with parents including regular newsletters from the headteacher. The most recent response from Parent View confirms that parents have more confidence in the school than they did in the past.
- The school receives good support from the academy trust which has organised staff training and provided links with other schools including the girls' school.
- The school's arrangements for safeguarding pupils meet statutory requirements and are effective. Safeguarding requirements are supported through ongoing training. Leaders ensure that the provision for students who are educated elsewhere is well supported through regular checks on their progress, attendance and behaviour.
- **The governance of the school:**
 - Governors know the school extremely well through their regular monitoring of the school including lesson observations and learning walks. They are committed and enthusiastic about the school and the future of the school.
 - However, they are only just beginning to hold senior leaders to account for the performance of the school. They are becoming more effective and have a growing awareness of data and know that achievement is rising because the quality of teaching is improving.
 - They have a clear understanding of the management of teachers' performance and the link between teachers' pay and the quality of teaching. They are aware of what the school is doing to address underperformance in teaching.
 - Governors know how pupil premium funding is spent but not about the impact of the expenditure in closing gaps in achievement between disadvantaged students and their peers.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good. The recently introduced behaviour policy has provided a greater emphasis on rewards and has reduced low-level disruption so that students say lessons are calmer and interruptions are fewer. A school code of conduct has been developed by students on the 'Junior Leadership Team'.
- The number of permanent exclusions and fixed term exclusions is falling. Attendance rates are similar to

national averages for all groups including disadvantaged students, disabled students and those who have special educational needs as well as those who speak English as an additional language.

- Behaviour around the school site is calm and orderly. Students are respectful and courteous towards each other as well as to staff and visitors. Students confirm that behaviour seen during the inspection was typical of behaviour over time. School records confirm that this view is accurate. The behaviour of students attending off site is regularly checked and good overall.
- Students are extremely proud of their school. Feedback from staff questionnaires about behaviour is invariably positive although a small minority of parents feel that the school could do more to ensure that students are well behaved.

Safety

- The school's work to keep students safe and secure is good. Incidents of bullying and racism are rare with very few recorded incidents. Child protection procedures are understood and the school has received training on keeping children safe and preventing radicalisation.
- Students have a clear understanding of different kinds of bullying including cyber, racist and homophobic bullying. Risk assessments are rigorously carried out including risk assessments for those educated off site. The attendance, achievement, safety and welfare of these students are similar to their peers.
- Students say that they feel safe and well supported by staff. A very large majority of parents agree that their child is happy and safe at school.

The quality of teaching

requires improvement

- Teaching requires improvement because teaching over time has not been consistently good enough to enable students to achieve well. In particular, teaching does not always challenge disadvantaged students and the most able students to achieve as well as they might.
- Teachers do not always have high enough expectations or ensure feedback is clear for students to improve their work. The school is working hard to reduce variability through intensive professional development and the sharing of good and outstanding practice.
- The quality of marking and feedback is variable cross the school and across departments. Many books show evidence of regular marking with useful feedback explaining what needs to be done with evidence that this was followed through by the students. In other books, there is little evidence of any marking or feedback.
- Teaching is improving. It is strongest in English, science and art where students' folders demonstrate high levels of attainment and exceptional progress. For example, in a Year 8 art class, students' folders showed evidence of increasing artistic skills and a wider use of artistic techniques.
- Subject knowledge is a real strength allowing teachers to suitably plan lessons which are developmental. Most teachers have a good range of behaviour management strategies which they use to good effect in engaging students. Relationships between teachers and students are very positive.
- The promotion of literacy skills is strong with sufficient attention given to subject specific vocabulary, spelling, punctuation and grammar. Boys are encouraged to read widely but their presentation was particularly untidy in a number of the books seen. Numeracy is supported but opportunities to promote the use of numeracy are sometimes missed.

The achievement of pupils

requires improvement

- The achievement of students requires improvement because not enough students make the good progress they should from their average starting points in Year 7. This is particularly the case for disadvantaged students and higher attaining students. Over time, teaching has been too variable in quality and courses have not always helped students to achieve well.
- In 2014, the proportion of boys obtaining five A* to C grades at GCSE, including English and mathematics was below the national average. Students gaining good grades in English and mathematics did not always have three other good passes.
- In comparison with boys nationally, students' performance in English and science were significantly above national averages, the performance in mathematics was in line with national averages and the performance in humanities was significantly below national averages.
- In the 2014 GCSE examinations, disadvantaged students performed worse than their peers and were behind other students nationally. Students educated off site did not do as well as they might but their attainment and progress is now more carefully monitored and their achievement is improving.

- In English, disadvantaged students were one and a half GCSE grades behind other students in the school and other students nationally. In mathematics, they were two grades behind other students and other students nationally.
- The progress of disadvantaged students is below others nationally although the gap is closing. Additionally, disadvantaged students do not make as much progress as their peers although, again, the gap is narrowing.
- The expected 2015 results are much more positive and the school has worked hard to ensure that the results are accurate and reliable through regular testing, detailed analysis, external validation and moderation time built into the timetable.
- The most able students are making similar progress to their peers in English but not in mathematics. The proportion of students making four levels of progress is above the national average in English but below the national average in mathematics. The school expects the proportion to increase significantly in 2015.
- Lesson observations, book scrutines and school data suggest that the expected results for 2015 would seem to have addressed the underperformance of disabled students and those with special educational needs. Lesson observations confirm that provision is now better matched to students' needs. Students from different ethnic groups, including White British and students from other White backgrounds, do as well as their peers.
- The proportion of students making and exceeding expected progress in 2014 was in line with national averages in English and below national averages in mathematics. The proportion of students expected to make and exceed expected progress in 2015 is expected to improve.
- Key Stage 3 data suggest that the majority of students are meeting and exceeding expected progress in all years. Pupil premium funding has narrowed the gaps in Years 7 and 9 although not sufficiently in Year 8. Year 7 catch-up funding has been particularly successful in raising students' literacy levels.
- School data, lesson observations and work scrutinies confirm that achievement requires improvement with noticeable improvements in English, mathematics, science and business studies.
- The school entered a small number of students early for GCSE mathematics and those students are now pursuing a course in additional mathematics. Entries are only made when students are ready and any students not meeting expectations are re-entered thus ensuring that their potential is not limited.

The sixth form provision

is good

- The leadership and management of the sixth form are shared with the girls' school. Leadership is highly effective but relatively new so that opportunities to impact on the achievement of boys are limited although recent improvements suggest that capacity is strong.
- Recent improvements are attributable to the new leadership of the sixth form with a change in ethos which is supported by close monitoring, regular tracking, early intervention and a greater rigour to the evaluation of all aspects of the sixth form provision.
- The curriculum in the sixth form is broad, balanced and carefully personalised for students including a significant number of disadvantaged students and disabled students and those with special educational needs.
- Curriculum pathways and career routes are very well supported by quality information, advice and guidance. Students say that they are very well prepared for their next steps in education, employment or training.
- The behaviour of students in lessons is very strong. All students have a secure awareness of health and safety issues and a sensible assessment of risk. Attendance rates and the proportion of persistent absences are now similar to national averages.
- Sixth form boys are particularly proud of the extra-curricular and charitable work undertaken especially supporting older people in the community. Interviews with students confirm the impact which these enrichment activities have on their attitude to learning.
- The quality of teaching and learning is good. Teachers' subject knowledge, supportive relationships and high expectations are real assets. The quality of questioning is a particular strength ensuring that students' thinking, knowledge and skills are suitably developed and challenged.
- Achievement in the sixth form is good. In 2014, AS- and A-level examination results were in line with national averages. Attainment on entry to the sixth form is not as positive as national figures so that progress is good and this is confirmed by favourable value added scores.
- Expectations for the 2015 results include a further improvement in attainment representing good progress for AS-level examinations and very good progress for A-level examinations. The attainment and progress

of almost all groups are rising owing to effective leadership.

- A small number of students entering the sixth form do not have a GCSE grade A* to C in English and/or mathematics. All students resitting GCSE English and half of the students resitting GCSE mathematics subsequently obtained a grade A* to C grade in that subject.
- The sixth form fully meets the current standards for 16 to 19 study programmes.

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	140106
Local authority	West Sussex
Inspection number	462358

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

Type of school	Secondary
School category	Academy sponsor-led
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	907
Of which, number on roll in sixth form	109
Appropriate authority	The governing body
Chair	Amanda Godfrey
Headteacher	Yasmin Maskatiya
Date of previous school inspection	Not previously inspected as an academy
Telephone number	01243 787691
Fax number	01243 531584
Email address	office@chsb.org.uk

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