

# Chichester High School

Kingsham Road, Chichester, West Sussex PO19 8EB

## Inspection dates

21–22 May 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
16 to 19 study programmes	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- After a decline in pupils' achievements, the headteacher, who took up her post in January, has worked with her leadership team to secure strong teaching, learning and assessment.
- Leaders, including governors, have high expectations and aspirations for the academic and social success of all pupils.
- Senior and middle leaders are effective in improving the quality of teaching and learning. As a result, pupils enjoy learning and strive to achieve well in subjects across the curriculum.
- In all year groups, pupils make strong progress in English and mathematics.
- Governors have a strong understanding of the school. They provide sufficient challenge to leaders regarding the progress that pupils, including disadvantaged pupils, make at each key stage.
- Teachers have strong subject knowledge and high expectations of their pupils.
- Pupils study a broad, balanced and creative curriculum that enables them to develop tolerance, empathy and respect. Consequently, pupils gain the knowledge, skills and understanding to be successful citizens of 21st century Britain.
- Through the curriculum, pupils learn how to care for their physical and emotional well-being. Leaders are tenacious in ensuring the safety of pupils.
- Pupils with special educational needs and/or disabilities (SEND) receive effective support to enable them to access the curriculum confidently and successfully.
- The sixth form provides an outstanding education. Students are highly articulate, ambitious and conscientious. Through a personalised curriculum, they gain strong knowledge, skills and understanding in a breadth of subjects. They also benefit from a rich extra-curricular programme of work experience that prepares them very well for the world beyond school.
- Disadvantaged pupils do not make strong progress in many areas of the curriculum to catch up with other pupils nationally.
- Although most pupils demonstrate exemplary attitudes towards learning, a minority of pupils' low-level poor behaviour is not addressed consistently well. Consequently, these pupils do not make as much progress as their peers.
- Teachers do not consistently use assessment information about pupils to inform the planning and teaching of some lessons. Some teaching, therefore, does not meet the needs of pupils.

## Full report

### What does the school need to do to improve further?

- Improve support for disadvantaged pupils across the curriculum so that:
  - they develop stronger reading, writing and language skills, knowledge and understanding to help them access the curriculum more successfully
  - they make strong progress to attain at least in line with other pupils nationally in all areas of the curriculum.
- Improve the quality of personal development, behaviour and well-being, by:
  - continuing to ensure that all pupils clearly understand the link between exemplary behaviour and academic achievement.
- Ensure that teachers in all areas of the curriculum use pupils' assessment information consistently well so that lessons meet the needs and interests of all pupils.

## Inspection judgements

### Effectiveness of leadership and management

Good

- In collaboration with her leadership team, the headteacher has led whole-school improvements well. Having identified accurately areas for improvement, leaders have established clear systems to support and enrich the quality of teaching, learning and assessment.
- Through monitoring and reviews, leaders identify where additional support and training are required. Leaders review the impact of support to ensure that pupils receive greater challenge, dependent on their different starting points. Consequently, teaching is now typically good.
- The headteacher and deputy headteacher have established a strong leadership system to support and extend the quality of teaching, learning and assessment. Within subject-specific departments, key stage leaders, leaders of teaching and learning, and subject leaders, alongside vice-principals, work collegiately to enrich and extend the quality of teaching and learning.
- The Kemnal Academies Trust (TKAT) has provided pertinent support to the school to improve standards of teaching, learning and assessment. The trust challenges leaders regarding the progress pupils make across the curriculum. The trust knows the school well.
- Leaders have established a broad, balanced and creative curriculum. Pupils have a breadth of opportunities to develop their skills, knowledge and understanding of a wide range of subjects. In addition, pupils receive strong careers guidance to enable them to consider their next steps with confidence.
- Provision for pupils' spiritual, moral, social and cultural development is strong. Leaders have ensured that pupils study a well-structured religious studies curriculum. Pupils are encouraged to develop tolerance and respect for the beliefs and customs of others. As a result, pupils develop into informed and kind citizens of 21st century Britain.
- Support for pupils with SEND is effective. Leaders evaluate the needs of these pupils carefully and insightfully to ensure that they are able to access the curriculum equitably and effectively. Pupils receive appropriate emotional, social and academic support.
- Leaders are highly reflective. For example, leaders have secured accurate assessment information across the curriculum through well-structured external moderations, complemented by moderation led by the trust. Consequently, leaders have an accurate understanding of the strengths and areas for improvement across the school. However, some teachers do not consistently use pupils' assessment information to inform the planning and teaching of sequences of lessons. Consequently, some pupils do not receive effective challenge in some lessons.
- Although disadvantaged pupils make good progress in some areas of the curriculum, it is inconsistent. Leaders do not ensure that disadvantaged pupils make strong enough progress in every area of the curriculum. For example, the language and literacy needs of disadvantaged pupils are not addressed consistently well across the curriculum to enable them to achieve well.

## Governance of the school

- Governance of the school is effective. Governors are passionate about ensuring that the school provides a high-quality education to all pupils. Through regular visits, and meetings with members of staff, middle and senior leaders and pupils, governors gather a breadth of pertinent information. As a result, governors are able to both challenge and support in equal measure.
- Governors' work complements the school's improvement priorities. Governors' minutes demonstrate that they ask challenging questions about the progress of pupils and improvements to the quality of teaching, learning and assessment.
- Although governors scrutinise pupil premium funding for disadvantaged pupils, they do not pose demanding questions about the barriers to their progress and attainment.

## Safeguarding

- The arrangements for safeguarding are effective.
- The single central record of checks on staff and adults meets statutory requirements and is regularly reviewed by the governor responsible for safeguarding.
- Safeguarding leads are highly vigilant to the dangers faced by pupils within the community external to the school. They respond swiftly and appropriately to ensure that pupils are both physically and emotionally safe. Safeguarding leads are tenacious in ensuring that pupils receive the support they need from external agencies.
- Safeguarding leads ensure that all safeguarding concerns are recorded appropriately and maintained securely.
- All staff have received appropriate safeguarding training and this is regularly reviewed.
- The designated teacher for children looked after is very effective in providing personalised social, emotional and academic support. Pupils make good progress as a result.
- The curriculum informs pupils how to keep safe online. Pupils speak knowledgeably about how to keep safe when on the internet and the importance of doing so.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching in English is a strength of the school. Pupils develop strong knowledge about how writers use language to construct ideas, characters and settings. Pupils learn how to craft their writing for a breadth of audiences, purposes and other text types very well. Teachers' guidance enables pupils to improve their reading and writing skills well.
- The quality of teaching and learning in design and technology is very strong. Pupils develop strong knowledge of textiles and product design. Drawing on prior knowledge, pupils design their own products very well. For example, an inspector observed Year 10 pupils creating pinball machines with mathematical precision.
- Teachers use questioning very well to extend pupils' understanding. For example, in a

Year 10 mathematics lesson pupils responded very well to the teacher's targeted questioning about gradients. Similarly, in an art lesson Year 8 pupils adapted their use of colour and shape in response to the teacher's personalised questioning.

- The teaching of mathematics develops pupils' understanding and knowledge of complex concepts. Teachers make explicit links to the use of mathematics in other subjects and the external world. For example, an inspector observed Year 10 pupils learning about the role of 'the Fibonacci sequence' of numbers in the natural world.
- The teaching and learning of science are well developed in both key stages. Pupils develop strong understanding and knowledge of scientific concepts. Pupils have a breadth of opportunities to develop hypotheses, experiment and evaluate conclusions. Consequently, pupils develop strong independent scientific skills and currently make better progress.
- Teachers' subject knowledge is strong. As a result, pupils engage well with their subjects and develop strong skills, knowledge and understanding.
- Pupils learn subject-specific vocabulary in many subjects, enabling them to articulate their understanding with relative sophistication.
- A more personalised curriculum alongside teaching and learning is provided for pupils where additional support is identified as a need. For example, some pupils study the role of finance in everyday life to enhance their understanding and application of mathematics.
- Teachers in many subjects sequence learning well to enable pupils to draw on prior learning and enrich their knowledge.
- Relationships between pupils and staff are very strong . Most pupils respond very well to teachers' support and guidance, enabling them to achieve well.
- Pupils with SEND receive strong support to enable them to access the curriculum. As a result, they are currently making strong progress in most areas of the curriculum.
- Although disadvantaged pupils are making improved progress across the curriculum, teachers do not consistently develop their language and literacy skills in subjects other than English. Consequently, some disadvantaged pupils do not have the strong language and literacy knowledge they need to enable them to make very strong progress.
- In some subjects, teachers do not consistently use assessment information about pupils to inform the planning and teaching of topics. Consequently, the teaching and learning of some subjects does not extend the thinking of the most able pupils and does not provide sufficient support for low prior attainers.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils articulate their views confidently and politely. They learn how to behave appropriately and how to express their views alongside respecting the views of others.

- Safeguarding leads are vigilant about changes in pupils' behaviour, and act swiftly and appropriately to provide support.
- Pupils' emotional and physical well-being lies at the heart of the school. The school provides a nurturing environment in which pupils develop a commendable understanding of the importance of emotional resilience and physical well-being. For example, Year 7 and Year 8 pupils study a mental-health curriculum devised to develop their social and emotional well-being.
- To provide additional support for pupils' emotional welfare, pupils are trained as mental-health ambassadors, peer mentors and anti-bullying ambassadors. These pupils provide both peer support as well as acting as a means of communicating issues with staff.
- Pupils develop very strong understanding of the faiths and cultures of others. For example, the religious studies curriculum enables pupils to develop understanding and tolerance of a range of beliefs, such as Buddhism.
- Through the English curriculum, pupils develop empathic understanding of characters and situations. In addition, through assemblies and tutor time, pupils are taught the importance of kindness and empathy towards others.
- Pupils receive well-informed careers guidance to plan the next steps in their education. Pupils spoke very positively about the strength of this support.
- Pupils' physical health is prioritised within the school. For example, pupils have a breadth of opportunities to play sport and keep physically active. At lunchtime, pupils can play tennis or football, or use the gym.

## Behaviour

- The behaviour of pupils is good.
- Most pupils' conduct both in the classroom and around the school is exemplary. Pupils are attentive, respectful and conscientious. They support each other's learning well.
- Pupils can define bullying accurately. Pupils state that if bullying occurs, staff resolve it swiftly and effectively.
- Pupils are punctual to lessons. They enjoy learning and have high aspirations.
- Pupils' attendance has improved, and overall is above the national average. The attendance of disadvantaged pupils has improved markedly.
- Although most pupils respond well to the school's positive behaviour policy, a minority of pupils continue to create low-level disruption in some classes.

## Outcomes for pupils

**Good**

- Although pupils' progress and attainment in English and mathematics dipped in 2018, current pupils are making strong progress. Through sequenced lessons that build on pupils' prior understanding, pupils are able to develop and strengthen their knowledge and skills well.
- Continuing improvements to the quality of teaching, learning and assessment have

resulted in marked improvements in the progress of current pupils in subjects across the curriculum such as art, science, product design, history and geography.

- Improvements to the accuracy of assessments through well-structured external and internal moderation have enabled teachers to identify the gaps in pupils' knowledge more readily. As a result, pupils know what they have to do to make better progress.
- Pupils with SEND make good progress in many areas of the curriculum. Teachers' high expectations of pupils with SEND inform the quality of teaching and learning in many subject areas.
- Although disadvantaged pupils are making good progress in many subjects, their lack of good language and literacy skills serve as a barrier to their making the very strong progress they need to catch up with their peers.
- Due to the well-structured careers guidance at the school, the proportion of Year 11 pupils who went on to further education or apprenticeships in 2018 was above the national average.

## **16 to 19 study programmes**

## **Outstanding**

- Students' outcomes at A level are very strong, and the school's information about current students' progress shows that this continues to be a strength. Students with high prior attainment have consistently achieved outcomes above the national average.
- The sixth-form curriculum provides an excellent academic programme alongside a very strong sports programme. Students are able to develop their academic knowledge of sport alongside gaining referee and coaching certificates. As a consequence, many students progress both to university to study a breadth of sports-related degree courses as well as to coaching pupils in sport at local schools.
- Students who join the sixth form without the required grades at GCSE in English and mathematics receive personalised, targeted teaching to enable many to improve their grades. Consequently, the proportion of students gaining strong GCSE grades in English and mathematics is well above the national average.
- Students benefit from excellent teaching. The curriculum is designed to meet both the needs and interests of students. For example, inspectors observed students in art developing and extending their knowledge of, and skills in, a range of different mediums such as ceramics and oil painting, with confidence and success.
- Students who spoke to inspectors were effusive about the quality of teaching and learning in the sixth form. They spoke of the highly personalised support that enabled them to make excellent progress.
- Students receive bespoke guidance regarding their next steps in education, employment or training. The curriculum enables students to gain a breadth of work-related experience through assisting teaching in many different subjects at key stage 3 and key stage 4. Sports-science students serve as role models for key stage 3 and key stage 4 pupils by reading with them. Additionally, students have many opportunities to develop networks with local employers through bespoke events.
- Students develop independent learning skills very well. They take responsibility for their learning. Students were observed articulating their understanding of subjects such

as English literature, geography, business studies and history with sophistication and excellent subject knowledge.



## School details

Unique reference number	140105
Local authority	West Sussex
Inspection number	10102015

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,375
Of which, number on roll in 16 to 19 study programmes	246
Appropriate authority	The governing body
Chair	Peter Waters
Headteacher	Joanne McKeown
Telephone number	01243 787014
Website	<a href="http://www.chs-tkat.org/">http://www.chs-tkat.org/</a>
Email address	<a href="mailto:office@chs-tkat.org">office@chs-tkat.org</a>
Date of previous inspection	2–3 July 2015

## Information about this school

- The school is larger than the average-sized secondary school. It is part of TKAT. The school has a local governing body alongside a board of trustees.
- The proportion of pupils supported by pupil premium funding is above the national average.
- Most pupils are White British.
- The proportion of pupils with SEND is above the national average. The proportion of pupils with education, health and care plans is below the national average.

- The school uses alternative provision for a very small number of pupils.

## Information about this inspection

- Inspectors conducted learning walks, many jointly with senior leaders. Inspectors also made short visits to lessons and looked at pupils' books.
- Inspectors spoke with a range of pupils from various year groups. Discussions with school staff, including senior leaders, middle leaders and the chair of the governing body, were held. Discussions were also held with the regional director and assistant regional director of TKAT.
- Inspectors scrutinised a range of school documents, including the school's self-evaluation, information on pupils' outcomes, and records relating to monitoring of teaching, learning and assessment and behaviour and safeguarding of pupils.
- Inspectors took account of 29 responses to the online questionnaire, Parent View.

## Inspection team

Susan Aykin, lead inspector	Her Majesty's Inspector
Peter Fry	Ofsted Inspector
Sue Bullen	Ofsted Inspector
Anne Turner	Ofsted Inspector
Peter Swan	Ofsted Inspector

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