

Inspection of Chertsey High School

Chertsey Road, Addlestone KT15 2EP

Inspection dates: 22 and 23 February 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Good

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils are confident and articulate members of a passionate and thriving community. They are rightfully proud to attend Chertsey High School. Pupils feel safe and welcome within the school. They know what to do and whom to speak to if they have concerns about themselves or their peers.

Pupils enthusiastically discuss the subjects that they enjoy and the range of extra-curricular clubs and opportunities they have to choose from. These include debate club, sports clubs and a sign language choir. Most pupils agree that bullying does not happen at the school. They are confident that any problems between peers are always acted on quickly by staff. Behaviour within lessons and around the school is positive and orderly. There are clear routines in place that mean the school provides a very calm environment in which to learn.

Leaders are fully focused on providing a high-quality education that is ambitious for all pupils. Although high expectations are present across the school, some subjects are at the earlier stages of supporting all pupils to know and do more. Parents and carers are mostly very supportive of the efforts of staff and leaders. One parent commented, 'The school strives hard to create a positive, caring learning culture whilst also giving excellent support and structure to their students.'

What does the school do well and what does it need to do better?

Leaders at all levels have a very clear vision for all pupils to access a broad and ambitious curriculum. Leaders have clearly identified the knowledge that it is important for pupils to learn in most subjects. They have also thought carefully about the order in which it is taught. Pupils with special educational needs and/or disabilities (SEND) are typically well supported to access the curriculum.

Teachers regularly check for pupils' understanding across different subjects. There are subjects, including mathematics and languages, where this assessment is accurate and purposeful. However, in some other subjects, including science and art, assessment information is not always as accurate or used well to inform teaching. The feedback that teachers provide to pupils is also not always clear and concise enough to support them to know and do more.

The school's values underpin the kind and considerate ethos of the school. Pupils feel cared for and speak positively about what they learn in lessons and through assemblies about keeping themselves safe. In their personal, social, health and economic (PSHE) education lessons, pupils are taught about important issues such as mental health and healthy living. Pupils talk sensitively and respectfully about these topics. They also receive helpful careers advice and are well informed about what their next steps could be.

Leaders have high expectations for pupils to participate in the wider life of the school. They provide a broad range of clubs and activities to nurture and develop

pupils' talents and interests. Pupils are confident that there is something for everyone to take part in. Participation rates are regularly high.

Pupils are polite and courteous. They behave very well in lessons and during informal times. Pupils respond well to the clear policies and expectations in place. Leaders and staff know their pupils well. When making decisions, the individual needs of pupils are considered carefully. If pupils need specific help, dedicated pastoral support is available. However, the attendance of some pupils is not yet meeting the expectations of leaders. The actions in place to improve the attendance of these pupils are not always swift or effective enough.

Staff are proud to work at the school. They have confidence in the school leadership and feel that they are supportive and considerate of staff workload. Staff value the continuing professional development opportunities in place to improve teaching practice. Some subject areas and whole-school initiatives are in the earlier stages of implementation. There is further work to do to ensure that whole-school initiatives are regularly monitored and evaluated by leaders to support the staff in meeting their ambitious goals.

Safeguarding

The arrangements for safeguarding are effective.

Staff at the school are well informed about how to keep pupils safe. Staff are alert to any signs of pupils in difficulty or danger and know how to take appropriate action. Staff receive thorough training each year. There are also regular formal and informal opportunities to revisit important and context-specific safeguarding guidance. Leaders work closely with a variety of external agencies to ensure that all pupils receive the help they need. All those responsible for safeguarding take swift, appropriate and effective action.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- What pupils show that they know and can do is not yet being accurately checked in all subject areas. This means that the feedback pupils are receiving is not always clear and focused on improving what they know and can do. Assessment must provide teachers with useful information to inform future teaching and reduce gaps in knowledge.
- Not all actions that leaders are taking to improve the attendance of vulnerable groups of pupils are having demonstrable impact. This means that some pupils are missing important time in school. Importantly, they are missing the in-person teaching and opportunities provided to nurture their wider interests. Leaders need to evaluate the actions they are taking to ensure that these are swift, appropriate and effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144741
Local authority	Surrey
Inspection number	10212125
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	799
Appropriate authority	Board of trustees
Chair of trust	Sarah Lipscombe
Headteacher	Zelia Munnik
Website	www.chertseyhighschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Chertsey High School opened in September 2017. The 2021/22 academic year is the first year for which the school has a Year 11 cohort.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The school does not use any alternative provision.
- The school contains the Southcote Centre, a satellite provision of the Philip Southcote School, for pupils with SEND.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school

- Inspectors reviewed a range of documentation, including the school’s development plan and relevant school policies.
- Inspectors met with senior leaders and a range of phase leaders and subject leaders. Inspectors also met with governors, including the chair of the governing body, and held meetings with representatives from the multi-academy trust, including the chief executive officer.
- Inspectors did deep dives in English, mathematics, science, physical education, art and languages. This involved inspectors discussing the curriculum with subject leaders, teachers and pupils, visiting lessons and looking at pupils’ work. Inspectors also looked at further documentation in PSHE education, information technology and history.
- Inspectors reviewed the arrangements for safeguarding by looking at relevant documentation, staff recruitment checks and training records. Inspectors also talked to a range of staff and pupils.
- The inspectors took account of the views expressed by 17 staff and 333 pupils through survey responses. They also took account of the responses of 274 parents, including 152 free-text comments, through Ofsted’s online surveys.

Inspection team

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