

Inspection of St Andrew's Church of England High School

Sackville Road, Worthing, West Sussex BN14 8BG

Inspection dates: 19 and 20 April 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Inadequate

What is it like to attend this school?

Pupils are proud to attend this nurturing and highly inclusive school where kindness flourishes. The school's core values of respect, responsibility and integrity run through all aspects of daily life. Pupils feel cared for. Their voices are heard and valued by staff who know them well. Pupils understand the importance of respecting differences between people and celebrate diversity regularly. Should any bullying or harassment occur, pupils rightly trust that staff will listen and deal with it effectively.

Leaders are ambitious for pupils to achieve their very best. Pupils understand and take pride in meeting the raised expectations staff have for their work and behaviour. As a result, pupils learn in a positive and focused environment. Behaviour during breaktimes is calm and orderly.

Pupils develop their interests and talents through attending a wide range of clubs and enrichment activities. These include clubs for role-play games, global advocacy, the fitness suite, sports and performing arts. Pupils also enjoy going on local and international trips. There are many opportunities for pupil leadership as, for example, worship leaders, tutor captains, prefects or a member of the school council.

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

Leaders have worked tirelessly to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), receive a good quality of education. Their work to improve behaviour and attitudes is particularly notable. Leaders ensure that staff have high expectations for pupils' behaviour across all aspects of school life. Pupils show dedication to learning and pay close attention to their teachers' instructions. Consequently, learning is rarely disrupted by low-level behaviour issues.

Significant improvements have been made to the curriculum by leaders. Across subjects, they have carefully identified the knowledge pupils should learn and the order in which they will acquire it. In key stage 3, the curriculum is broad and balanced, preparing pupils well to study subjects at GCSE. However, the number of pupils opting for a modern foreign language (MFL) at key stage 4 is low. As a result, too few pupils achieve the English Baccalaureate (EBacc).

Overall, pupils achieve well. Leaders provide staff with well-considered training and coaching. This means that, over time, the teaching of the curriculum is becoming increasingly expert. Staff identify the needs of pupils with SEND promptly. They skilfully adapt learning for these pupils. This enables pupils with SEND to produce high-quality work that is in line with that of their peers. Many teachers use their subject knowledge and expertise to inspire and enthuse pupils about their learning. They skilfully check how well pupils have understood what they have learned before moving them on to more complex concepts. Nevertheless, at times, there are some

minor inconsistencies in teaching, which leaders are taking timely and effectively action to address.

There is a clear focus on developing pupils' vocabulary and reading. In many subjects, the key words pupils need to learn and understand are regularly discussed and revisited. Weaker readers' needs are identified quickly and accurately. However, a small number of pupils who find reading more difficult do not always get the precise teaching to help them read fluently.

Leaders cater well for pupils' personal development. Through personal, social and health education (PSHE), pupils are prepared well for life beyond the school and in modern Britain. Leaders adapt this programme regularly and listen to the views of pupils, so that the PSHE content is relevant. Pupils also receive appropriate, high-quality careers guidance and advice on next steps in their education. Leaders take every opportunity to promote good attendance. However, there remains a small number of pupils who do not attend regularly. Therefore, these pupils do not benefit fully from all that the school has to offer.

Governors know the school well and robustly challenge leaders to keep making improvements. Leaders and governors do their very best to ensure that all staff feel well supported and valued. Consequently, staff morale is high.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive appropriate safeguarding training. As a result, staff identify pupils who may need additional help or support quickly and report any concerns swiftly. Leaders are tenacious in their interactions with other agencies. This ensures that pupils get the help they need. Leaders check on the welfare of pupils who are absent and those who attend alternative provision. They make the necessary recruitment checks on staff. Through the curriculum, pupils receive clear guidance about how to keep themselves safe. They are confident that if they raise any worries, adults will deal with these quickly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At key stage 4, the number of pupils who study MFL is not high enough. This means that the proportion of pupils who achieve the EBacc is lower than the national average. Leaders need to ensure that pupils study a broad range of subjects, so that the EBacc is at the heart of the curriculum.
- The support for the small number of pupils who find reading more difficult is not always precise enough. Consequently, these pupils do not read as well as they could. Leaders should continue to strengthen the support for these pupils to ensure that they can read confidently and fluently.

- Some pupils do not attend school regularly enough. This means that these pupils regularly miss out on essential learning. Leaders should ensure that the strategies they have introduced are implemented consistently to continue to improve the attendance of all pupils, particularly those who are persistently absent.

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.

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	126094
Local authority	West Sussex
Inspection number	10282889
Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	655
Appropriate authority	The governing body
Chair of governing body	Peter Woodman
Headteacher	Mia Lowney
Website	www.sta-worthing.com
Date of previous inspection	5 and 6 April 2022, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Chichester. As a school with a religious character, the school was last inspected under section 48 of the Education Act 2005 in February 2016. The next section 48 inspection is due by 2024.
- The school currently uses two registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, staff, pupils and three governors, including the chair of the governing body. They also spoke with a representative from West Sussex local authority and from the Diocese of Chichester.
- Inspectors discussed the curriculum with subject leaders, visited a wide range of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Pupils spoke to inspectors throughout the inspection in lessons, in specific groups and around the school in order to give their views. Inspectors considered the responses to the confidential pupil survey.
- Inspectors took account of the responses to Ofsted Parent View and the additional free-text comments.
- To inspect safeguarding, inspectors checked the single central record of recruitment checks, talked to leaders responsible for safeguarding and looked at the school's safeguarding records and documents. Inspectors also talked to a range of staff and pupils about safeguarding.
- Inspectors observed pupils' behaviour in lessons and around the school at social times.
- A range of the school's documentation was scrutinised, including leaders' evaluations of the effectiveness of the school, information about pupils' behaviour and attendance, and minutes of meetings of those responsible for governance.
- The inspection team considered the responses to the confidential staff survey and spoke to a wide range of staff about their views of the school.

Inspection team

Louise Walker, lead inspector	His Majesty's Inspector
Ed Mather	His Majesty's Inspector
Nina Marabese	His Majesty's Inspector

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