Chichester High School for Boys

Inspection Report

Type of school	Secondary	School address	Kingsham Rd
School category	Community		CHICHESTER
Age range of pupils	11 to 18		West Sussex PO19 8AE
Gender of pupils	Boys	Telephone number	01243 787691
Number on roll	1450	Fax number	01243 531584
Appropriate authority	The governing body	Chair of governors	Mr Mike Carvil
Date of previous inspection	15 November 1999	Headteacher	Mr John Robinson

Age group	Inspection dates	Inspection number
11 to 18	23 November 2005 – 24 November 2005	282052

Introduction

The inspection was carried out by five Additional Inspectors.

Description of the school

Chichester High School for Boys is a larger than average sized 11–18 comprehensive specialist school for business and enterprise. There are very few students from minority ethnic backgrounds and the vast majority of pupils are of White British heritage. The school serves a mixed social and economic area. The percentage of students entitled to free school meals is below average. The percentage of students with special educational needs is lower than average. Attainment on entry is broadly average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

The overall effectiveness of the school is inadequate, as is the value for money provided. The school recognises that it is not doing as well as it should and, since the appointment of the new headteacher two terms ago, it has taken well focused action to rectify its weaknesses. Whilst this action has already brought about some improvements, there remains a legacy of underachievement.

Students have not made as much progress as they should during their five years in the school, particularly in English, mathematics and science. Too many pupils are working below their capabilities because their progress has been insufficient. This underachievement is a direct result of weaknesses in the provision in the main school. In contrast, the sixth form is a significant strength and provides students with a good education.

The care provided for students is satisfactory, as is their personal development. Although behaviour is better than at the last inspection, there are still a few minor incidents of poor behaviour, which spoil some students' learning. Teaching is satisfactory, with an improving number of lessons in which it is good, although pockets of inadequate teaching remain. Notably, a few lessons lacked pace and suitable challenge. The school has experienced staffing difficulties and now staffing is more stable. Provision for information and communication technology (ICT) does not meet statutory requirements.

Leadership and management are satisfactory overall. The new headteacher has generated a strong capacity to improve. Although progress since the last inspection has been slow, the headteacher is moving the school forward at a fast pace. He has introduced new systems, policies and initiatives, which are already raising standards. The school is now interpreting data realistically to highlight the significant areas of underachievement and to improve teaching and learning. As a result of the recent developments, the school is now well placed to improve.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to standards in Year 9 and in GCSE.

Effectiveness and efficiency of the sixth form

Grade: 2

Sixth form students attain above average results and make good progress. The outstanding collaboration in the consortium of schools and further education colleges means that students have a good curriculum, receive good care and guidance and develop into mature and thoughtful students. Leadership and management are very good and the joint heads of sixth form work very well together. The sixth form gives very good value for money.

What the school should do to improve further

•Improve students' progress in the main school and raise standards in Year 9 and in GCSE, especially in English, mathematics and science. •Sharpen teaching and learning by raising expectations, using time better, managing behaviour consistently and matching work to students' individual needs. •Meet statutory requirements for ICT.

Achievement and standards

Grade: 4

Grade for sixth form: 2

Attainment on entry to the school is broadly average. External examination results demonstrate that students are underachieving in English, mathematics and science by the end of Year 9. Although the overall results show standards that are broadly in line with the national average, too many individual students fail to make the progress they should in relation to their starting points and capabilities, most significantly in mathematics. The school itself has identified underachievement and has put in place measures to address it. Whilst the school's action has brought about recent improvements in students' current rate of progress there has been insufficient time for them to make up the ground they have lost and for the standards at which they are working to be raised.

At the end of Year 11, although standards are also broadly average, as in Year 9, students should be doing better, especially in mathematics. Realistic and challenging targets are in place and leadership is securing improvement. Nevertheless, the examination results and the rate of students' progress are not good enough given the students' capabilities.

Sixth form A level results are consistently above average with 40% or more A/B grades and 97% A–E grades. Students achieve well.

Personal development and well-being

Grade: 3

Grade for sixth form: 2

Students' personal development, including their spiritual, moral, social and cultural development, is satisfactory overall. Students adopt safe practices and work sensibly in laboratories and workshops. Students appreciate the recent changes to the school's behaviour policy, recognising that these have created an improved climate for learning which helps them to enjoy school. In the significant majority of lessons, students behave well and are keen to learn. In a number of lessons, students' attitudes and behaviour are exemplary. In a few lessons, however, where teaching is unstimulating and the teacher fails to consistently follow the school's established procedures, students quickly drift off task, chatter and misbehave. This is a concern for some parents, which has been correctly identified by the school as a priority for improvement. Attendance is satisfactory, as is punctuality which is better than at the time of the last inspection.

Relationships within the school are good, with students working productively when grouped together in lessons. The school has set up a range of initiatives, including a 24-hour text-line for students to report incidents of bullying, and students confirm that where bullying is reported, it is dealt with effectively. Students appreciate the school's rewards system, which includes an element of healthy competition between tutor groups.

The school has been successful in raising students' awareness of making appropriate choices for healthy eating and exercise. Students develop understanding of their rights and responsibilities as good citizens as they should, and have taken a keen interest in supporting charities. Students are well prepared for the world of work through involvement in business enterprise activities, although their experience of using ICT is not as well developed as it should be.

Sixth form students' attendance is good. They enjoy their two years, feel safe and observe that there is no bullying. Most students complete the courses they start. They and their parents regularly complete questionnaires covering many aspects of sixth form life and, in the main, their responses are positive. Over 75% proceed to university.

Quality of provision

Teaching and learning

Grade: 3

Grade for sixth form: 2

Teaching and learning are satisfactory overall. There are some good features, but also some aspects requiring improvement. The school knows its own strengths and weaknesses and, having now achieved greater stability of staffing, recognises the importance of improving students' progress by increasing the percentage of teaching which is consistently good. However, at present, not all teachers make high enough demands on students for this to be achieved.

Where teaching is good, teachers make it clear what students are expected to learn. They check their progress regularly and lively teaching results in students being interested in their work. In these lessons, learning is consistently purposeful and there is the potential to eradicate underachievement and raise standards.

Where inadequate teaching persists, lessons lack pace and cover too little work so that students do not make enough progress. As a consequence they lose interest and concentration and occasionally misbehave. A few teachers do not exert enough control over such behaviour in these circumstances.

The use of assessment to consistently match work to students' individual needs, identified as an area of weakness at the last inspection, remains an area for improvement despite work which has been undertaken. Currently, arrangements for using assessment to support students' learning vary in consistency, rigour and quality from subject to subject and teacher to teacher. Even so, there is some good practice that the school can build on.

Teaching is predominantly good in the sixth form. Students are expected to work independently and carry out research, although they rarely use computers during lessons. Teachers, for example in business studies, helpfully show students examples of what good answers look like, so they know what they have to do to achieve high grades. Students are treated as adults and help each other to learn. For example, a mathematics teacher sensibly stood back as one student explained a particular problem to her neighbour. Even though teaching is good, there are some improvements necessary. Lessons do not always start promptly or have an adequate sense of urgency to cover as much work as possible.

Curriculum and other activities

Grade: 3

Grade for sixth form: 2

The curriculum is satisfactory overall. As is the case with the quality of teaching, there are some good features but also some aspects requiring improvement. In Years 7 to 9, the curriculum meets statutory requirements with the exception of ICT, which the school has correctly identified as an area for improvement. Current timetabling arrangements, generated by the considerable distance between the school's two sites, lead to the significant loss of teaching time.

The curriculum in Years 10 and 11 has good provision for vocational and work related learning with many opportunities for fast track GCSE. Enrichment activities are good, with strengths in sport, extra curricular trips and revision classes, although few are arranged specifically for gifted and talented students. Good links exist with parents and outside agencies to support all students and add to the learning opportunities.

The sixth form curriculum is good because students can choose from over 40 A levels, BTEC or level 2 courses, taught either in the boys' or girls' school or affiliated institutions. With efficient timetable arrangements, students can 'mix and match' courses to suit their interests and aspirations. As in the main school, students can join in overseas visits in several subjects.

Care, guidance and support

Grade: 3

Grade for sixth form: 2

The school has collected detailed information on students' progress, so that each student knows what examination grades they should be aspiring to. Good systems of mentoring and support are being developed, so that around half the students in Year 11 are due to be allocated learning mentors to help boost their achievement. These satisfactory arrangements, an enhancement of what has gone before, have not yet had an opportunity to show the improvement that they are aimed at achieving.

There are satisfactory arrangements for students' welfare. All staff have had training on child protection. Although vetting procedures are in place they are not always adhered to. There are innovative arrangements for helping students who have worries

or concerns, who are able to call in to the school's 'Oasis' centre. Students benefit from a comprehensive programme of personal, social and health education that runs throughout the school. Students are satisfactorily encouraged to adopt healthy lifestyles.

Sixth form tutor groups, which mix Years 12 and 13, work well. Tutors meet students individually several times a year as well as meeting their groups most days. Two sixth form mentors and an administrative assistant, as well as tutors and the heads of sixth form, make sure that no student slips through the net. All are monitored carefully and given extra advice and support when needed. Students are becoming increasingly involved with the main school and already have a flourishing council, which meets every week. It organises many successful fund raising and social activities. An example of the responsibility given to the students is their recent involvement in interviewing applicants for the headteacher's post.

Leadership and management

Grade: 3

Grade for sixth form: 2

Leadership and management are satisfactory. Since the last inspection, progress in raising standards has been too slow. The school now has a clear focus on driving up standards. The newly appointed headteacher is demonstrating determination to establish a relentless focus on students' achievement. Since the headteacher's appointment, systematic monitoring and evaluation of the quality of teaching and learning have been established. Overall self-evaluation is accurate. Sharing of good practice is developing well and is increasingly accepted by staff. Whole school strategies are now in place to effectively manage student behaviour and promote an increased desire to learn.

Effective action has been taken to improve the quality and performance of middle managers. Equality of opportunity is promoted and barriers to learning are being systematically tackled. The governing body has a satisfactory grasp of strengths and weaknesses and discharges its responsibilities competently. Day-to-day management is sound. Finances are very well managed and are systematically used to improve the quality of the learning environment. Students are firm in their view that improvements in attitude and behaviour are having a positive impact on the quality of lessons. The school has a good capacity to improve based on the track record of recent developments.

Leadership and management of the sixth form are very good. The girls' and boys' heads of sixth form complement each other's skills and work very well together. They keep a careful eye on students' personal and academic progress and support them well. They know how to further strengthen the provision well, for example increasing video conferencing or having more laptops for students to use.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19

Overall effectiveness

	School Overall	16-19
How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	2
How well does the school work in partnership with others to promote learners' well-being?	2	1
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	1
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	No	Yes

Achievement and standards

	School Overall	16-19
How well do learners achieve?	4	2
The standards[1] reached by learners	3	2
How well learners make progress, taking account of any significant variations between groups of learners	4	2
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

	School Overall	16-19
How good is the overall personal development and well-being of the learners?	3	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	3	
The attendance of learners	3	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

The quality of provision

	School Overall	16-19
How effective are teaching and learning in meeting the full range of the learners' needs?	3	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	2
How well are learners cared for, guided and supported?	3	2

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[1] Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources are deployed to achieve value for money	4	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Yes	insufficient evidence

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	No
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Chichester High School for Boys Kingsham Road Chichester West Sussex PO19 8AE

24 November 2005

Dear Students

As you know your school was inspected on 23 and 24 November 2005. We are very grateful to you for giving us your views about the school because this helped us to make our judgements. We are pleased that you say behaviour has improved and that you think the new rewards system is working well. You take a keen interest in sports and enjoy other activities. Do read the report but this letter is to let you know what your school does well and how you can help your school to be even better.

The strengths we have noted in the report

• The sixth form is a significant strength and students in the sixth form make good progress. • You get on with one another well and you are friendly and helpful. • Your headteacher is determined to raise standards and ensure that you receive the very best education. • The opportunities for business enterprise activities prepare you well for the world of work.

The things we think your school could do to be even better

• You could do even better, especially in English, mathematics and science. We have asked the teachers to think more carefully about the work you are given and to make sure it matches your individual needs. • We have also asked your teachers to make your learning more interesting, to use time better and to manage behaviour consistently. You can help in this by making sure you are ready to learn and behave well in every lesson. • We know that you enjoy using computers. We have asked your teachers to make sure that you use computers more often and in more subjects.

Thank you once again for your help.

Yours faithfully

Sheila Browning Lead inspector