



# Chichester High School for Girls

## Inspection Report

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**Unique Reference Number** 126063  
**LEA** West Sussex  
**Inspection number** 282053  
**Inspection dates** 8 March 2006 to 9 March 2006  
**Reporting inspector** Christine Jones HMI

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

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<b>Type of school</b>	Comprehensive	<b>School address</b>	Kingsham Road
<b>School category</b>	Community		Chichester
<b>Age range of pupils</b>	11 to 18		West Sussex PO19 8EB
<b>Gender of pupils</b>	Girls	<b>Telephone number</b>	01243 787014
<b>Number on roll</b>	1445	<b>Fax number</b>	01243 786543
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Vira Abraham
<b>Date of previous inspection</b>	15 May 2000	<b>Headteacher</b>	Miss Fiona Oliver-Watkins

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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## **Description of the school**

Chichester High School for Girls is a larger than average girls' comprehensive school with a large sixth form that operates in collaboration with the nearby boys' high school. The proportion of pupils entitled to free school meals is low. Most pupils are White British with few coming from minority ethnic backgrounds or without English as their first language.

The percentage of pupils with learning difficulties and disabilities is broadly in line with the national average although few pupils have statements of special educational needs. The school has achieved the Artsmark gold and Sportsmark awards.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

Chichester High School for Girls views its performance as satisfactory and the inspection confirms this. Standards are above average and pupils make satisfactory progress in most subjects by the time they leave school. However, the school recognises that this is not the case for English where pupils do not make sufficient progress.

Pupils mostly have good attitudes to learning and behave well, quite clearly feeling safe and well cared for. They take up many of the extra opportunities offered by the school and work hard to ensure these are successful. Pupils willingly contribute to school life but some feel that their opinions are not always valued as much as they could be. This is also the view of some parents.

Teaching is satisfactory but there is scope for it to be better in some subjects if progress is to improve. In particular teachers do not make good enough use of assessment information to plan their teaching so that it meets the needs of all pupils. Marking does not routinely ensure that pupils know how to improve their work.

Leadership and management are now more focused on improving the quality of education pupils receive and the progress they make. However, the approaches used are not yet sufficiently rigorous in all areas of the school and so pupils' progress is inconsistent. The school manages its finances well and gives satisfactory value for money.

Since the last inspection the school has undergone significant changes to its accommodation and this has caused considerable disruption. In spite of this the school has made satisfactory improvement and it has the capacity to improve further.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

The school has a very good sixth form and collaborates extremely well with the boys' school, a local college and other local schools to offer a wide range of courses that are suitable to the needs of all students. This enables the students to achieve well and attain results that are consistently above average. The quality of care and guidance shown to students is good because there are effective systems to monitor their attendance and their personal and academic development. Leadership and management are very good and the sixth form leaders from both schools work well together. The sixth form gives very good value for money.

## **What the school should do to improve further**

- Improve the progress pupils make, particularly in English, at both Key Stages 3 and 4.
- Use assessment information more carefully to plan work that challenges all learners in every class.
- Improve the rigour of monitoring and evaluating the work of the school to ensure all teachers are consistent and successful in raising pupils' achievement.

## **Achievement and standards**

### **Grade: 3**

#### **Grade for sixth form: 2**

The pupils' achievement is satisfactory. When they start the school their standards are slightly above average. In 2005, results in the external tests at end of Key Stage 3, although not quite as good as in recent years, were significantly above national levels. Standards in mathematics and science dropped slightly but there was a marked fall in English. Pupils made good progress in mathematics and science but not enough progress in English. Standards are good at Key Stage 4. In 2005 the percentage of pupils gaining five or more higher GCSE grades was above average, especially when English and mathematics were included. However, due to an overall downward trend in GCSE results, the gap between the school and national results is narrowing. Pupils made satisfactory progress in most subjects. However, progress in English was not as good as it should have been and, as a result, the school did not meet its GCSE targets. The school's current interim assessments indicate that progress is better now and that pupils are on course for improved results in 2006. Pupils with learning difficulties and disabilities and those who are looked after make satisfactory progress due to the focused support they receive from the learning support department.

Standards in the sixth form are consistently above average and students achieve well. A large proportion of students achieve the higher grades and nearly everyone gains at least one pass grade.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of pupils are good. Most pupils enjoy school and attend regularly. They readily take on positions of responsibility and older pupils enjoy acting as mentors to younger pupils. Pupils insist that bullying is not a problem in the school. They feel that there could be more opportunities to voice their opinions, for example through their year councils. Despite the concerns expressed by some parents, behaviour is good both in lessons and in the crowded corridors around the school. Spiritual, moral, social and cultural development of pupils is good. They readily take advantage of opportunities to participate in extra-curricular and enrichment activities such as those available through the school's Artsmark gold and Sportsmark provision.

Pupils are well aware of adopting healthy lifestyles and are instrumental in encouraging the canteen to offer healthy eating options. They find that the school enterprise scheme is valuable preparation for the world of work and appreciate the informative careers guidance and a programme of talks by employers.

Pupils are active in the local community for example older pupils in the 'XL Club' help in old people's homes and special schools. The school has also raised impressive sums for a range of charities. Students in the sixth form have very positive attitudes towards

the school and recently organised their own fashion show supported by 25 local shops to raise funds for charities.

## Quality of provision

### Teaching and learning

**Grade: 3**

**Grade for sixth form: 2**

Teaching and learning are satisfactory. The best lessons are characterised by good relationships where teachers are encouraging and plan a variety of activities that interest the pupils who are given many opportunities to think for themselves. Pupils are keen to volunteer answers to teachers' probing questions and share their ideas confidently both in small group discussion and with the whole class. Pupils are confident, willing learners, and readily tackle the work set, taking particular care with their written work.

In lessons where the pupils' progress is not good enough, too little attention is given to making sure that the work is challenging for everyone in the class, with the same tasks set for all pupils, irrespective of their needs. The pace of lesson activities is sometimes too slow and pupils become inattentive when, with too much talk by the teacher, there is too little for them to do.

Although the school is producing increasing amounts of data on pupils' progress, teachers often do not make enough use of this information. Pupils generally know what their target grades are, although they are less clear about what they need to do to improve their work. Marking of work is sometimes either not regular enough or gives limited feedback and advice to pupils on how to improve.

Teaching in the sixth form is good. Teachers have good subject knowledge and lead the lessons enthusiastically. They make good use of assessment information to help students achieve higher standards. As a result students work well and make good progress.

### Curriculum and other activities

**Grade: 3**

**Grade for sixth form: 2**

The curriculum is satisfactory with some good features, such as drama, Latin and a second foreign language at Key Stage 3 as well as a wide range of GCSE options. In Year 10 provision for physical education is slightly less than is usually found.

Extra-curricular provision is good and there is a wide variety of trips, visits and other activities, particularly in sports. All pupils are given a very effective programme of personal, social, health and citizenship education.

The grouping arrangements in Key Stage 3 mean that, in lowest attaining classes, there are pupils with a wide range of different abilities. Provision for pupils in these

groups is sometimes restricted when teachers do not make enough use of assessment information to adapt the work to the range of learning needs.

The sixth form curriculum is good because an unusually wide range of courses is offered, through the joint sixth form with the boys' school. Almost all students are able to take the subjects they would like to study. Students have appropriate opportunities for sports activities every Wednesday afternoon.

## **Care, guidance and support**

**Grade: 3**

**Grade for sixth form: 2**

The school takes satisfactory care of its pupils and they are safe and secure. The heads of learning, together with the pastoral support assistants, ensure that pupils have someone to turn to should they feel unhappy. Mentors are allocated to pupils to help them to concentrate on their learning. The school's new Behaviour for Learning policy is successful in stamping out unsatisfactory behaviour. However, inconsistent application of the policy by some teachers is leading to misunderstanding amongst the parents. Pupils with learning difficulties and disabilities receive good support and guidance from the Learning Support Faculty and specific support is well directed to individuals. However, lessons in general are not always planned with enough emphasis on adapting work to pupils' differing abilities.

The academic support pupils receive does not place enough emphasis on ensuring they all make the progress that they should. Teachers are not consistent in using all the assessment information collected by the school to ensure their teaching meets the pupils' needs. Communications with parents have improved since the previous inspection and clearer information on the progress pupils make is now sent home. However, the school still has some work to do in making all parents feel valued participants in the care of their daughters.

## **Leadership and management**

**Grade: 3**

**Grade for sixth form: 2**

Leadership and management are satisfactory. During her time in post the headteacher has steered the school through an extensive and disruptive rebuilding programme, which impeded the leadership's focus on strategic planning. The senior leadership team has now been restructured and senior teachers are clearer about their responsibilities and play a fuller strategic role than previously. There is a shared vision for improvement but overall school planning is not fully effective because it does not focus strongly on some of the weaker areas of the school, such as English.

New management systems intended to bring about improvement are at an early stage of development so full impact is not yet evident. For example, the monitoring and evaluation methods used by the school are improving but are not yet rigorous enough to ensure that all teachers are consistently focused on improving pupils' achievement

and progress. However, pupils' personal development is monitored well and they receive good support. The school is aware that parents' opinions are mixed and that a significant minority feels that insufficient account is taken of their views and concerns.

Governors are well organised and offer challenge to the school. They are playing an increasing role in evaluating and reviewing the school's effectiveness. Financial management is sound and resources in the school are well used, although some areas are crowded.

The school's leadership knows what it has to do in order to ensure that pupils achieve as well as they can and understands that it needs to be more rigorous in its approaches to improving the school.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3	2
The standards <sup>1</sup> reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	3	2
How well learners with learning difficulties and disabilities make progress	3	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	2	
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	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	2
<b>How well are learners cared for, guided and supported?</b>	3	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3	
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	Yes

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Dear Pupils and Students

We visited your school on 8 and 9 of March 2006 and I am writing on behalf of the inspection team to let you know the judgements we have made about your school. We enjoyed our visit and appreciated the friendly and courteous welcome you gave us. If you read our report it will tell you in more detail about what your school does well and how it could be made even better.

We found much that you and your teachers are right to be proud of. You reach good standards in most of your subjects and enjoy lessons that are interesting and lively. Your behaviour is usually good and you work well together and respect each other. The school takes good care of you, and you feel safe and secure. Many of you told us that you do not feel that bullying is a problem in your school.

We were pleased with many aspects of your personal development. You are keen to take a full part in school life, although you would like your views to be considered more by the school.

We have made some recommendations to try to make your school even better. Although you are mostly reaching high standards, many of you are not making as much progress as you should, particularly in English. We would like your teachers to make better use of their assessment information to judge the level of your work and tell you what you need to do to improve. We have asked the senior teachers to make sure this happens.

We think that you and your teachers will be able to make these improvements and you will all benefit from them. Thank you for your contribution to this inspection.

Yours sincerely

Dr Christine Jones HMI Lead Inspector