



# Chatsmore Catholic High School

## Inspection Report

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**Unique Reference Number** 126096  
**Local Authority** West Sussex  
**Inspection number** 293471  
**Inspection dates** 10–11 January 2007  
**Reporting inspector** Sean Hanan HMI

This inspection of the school 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>	Goring Street
<b>School category</b>	Voluntary aided		Worthing
<b>Age range of pupils</b>	11–16		BN12 5AF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01903 241368
<b>Number on roll (school)</b>	638	<b>Fax number</b>	01903 240183
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	John Gribben
		<b>Headteacher</b>	Elizabeth York
<b>Date of previous school inspection</b>	11 June 2001		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
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## **Introduction**

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

## **Description of the school**

This is a small school that serves the community in Worthing and the coastal strip from Shoreham-by-Sea to Littlehampton. The proportion of students with learning difficulties is below the national average. The school has both the 'Sportsmark' and 'Artsmark' silver awards and is currently applying for specialist status as an Arts College.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Chatsmore Catholic High School is founded on a strong Catholic ethos that defines the life and work of the school. Inspectors agree with the school that it provides a satisfactory quality of education for its students. There is a high level of respect for people, their differences and the surroundings. Attendance and behaviour are good. Rules are simple, clear and effective. As a result, the learning environment is safe and orderly. Students enjoy being at school. They are confident, polite and articulate young people who relate well to each other and to adults. They contribute much to the local community. Their moral and spiritual development is good and they understand the importance of a healthy lifestyle. Parents and carers are overwhelmingly supportive of the school. As one parent commented, '...we know for sure they are looking out for his well-being'.

Students reach above average standards by the end of Year 11. The overall progress they make compared to their prior attainment when they join the school is satisfactory. The curriculum is satisfactory but does not meet the needs of some lower attaining students effectively. Overall, teaching and learning are satisfactory, but there is considerable variation between the best and the worst lessons. Support and guidance for students are good. The school is well led and overall leadership and management are satisfactory. The school's self-evaluation is accurate, but actions taken to address the weaknesses identified are applied inconsistently across departments. Since the last inspection, progress has been satisfactory. The school has addressed most of the issues identified at that time. Improvements have been particularly significant over the past two years and the capacity for further improvement is good. The school provides satisfactory value for money.

### What the school should do to improve further

- Improve the quality of learning and students' achievements to match the best in the school.
- Ensure the curriculum provides better opportunities for lower attaining students.

## Achievement and standards

### Grade: 3

Students enter the school with standards that are around the national average and they make satisfactory progress compared to students in similar schools by the time they leave. In 2006, standards in the national tests at the end of Year 9 improved significantly and matched the national average. Students achieve well and reach standards above the national average in English. Mathematics and science standards also improved last year. Standards in Years 10 and 11 are also rising and the school enjoyed its best ever GCSE results in 2006. The proportion of students gaining at least five grades A\* to C including English and mathematics is good and exceeded the national average by a significant margin. Results in art, drama and English were particularly strong. Virtually all students gained at least one GCSE grade. There are

no significant differences in achievement between different groups of students within the school. Students with learning difficulties make the same progress as other students.

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

### **Grade: 2**

Students' personal development and well-being are good. They enjoy being at school and value the friendly relationships with teachers and other students. Their sense of enjoyment of learning is apparent in many lessons and in events around the school, such as the Year 11 'achievement assemblies'. Attendance has improved steadily over the past five years and is above the national average in 2006–07. Spiritual, moral, social and cultural education is good.

Students are given freedom to act responsibly within clearly defined boundaries and the large majority respond positively. They behave well towards each other and adults, both in lessons and around the school. There are effective systems in place to ensure that the negative attitudes of the few do not impair the progress of the majority. As a result, the number of short-term exclusions is higher than would be expected in a school of this size. Intervention strategies are well understood and appreciated by the students. The few incidents of bullying are dealt with effectively and students generally feel safe in the school.

The atmosphere within the school is orderly and there is an appropriate emphasis on health and safety. In laboratories and workshops, safe working practices are emphasised. Students are aware of issues such as the need for correct posture when using a computer. A good range of sporting activities, at lunchtime and after school, are a prominent feature. The school actively seeks the views of students and acts on them. Recent examples of the impact of the 'student voice' include the provision of a healthier menu in the dining room and the upgrading of toilet facilities. The 'student coaches' scheme provides older students with the opportunity to support younger students. Work experience in Year 10 and effective careers guidance equip students appropriately for future employment. For lower attaining students, the Skills for Life programme supplements their learning. Students make a positive contribution to the wider community and are willing to take responsibility. They identify with, and are generous in, their charity fundraising for organisations such as the Worthing Homeless Project.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall, but the quality of lessons varies considerably. Most teachers plan well and make good use of new technology, such as interactive whiteboards and projectors, to enhance students' learning. Learning assistants provide good support for those who need it. The best lessons involve the students in a varied diet of stimulating activities. They take opportunities to integrate

their own experiences and knowledge in lessons. For example, an English lesson used well chosen excerpts from the trailers of a range of films, both to give students an understanding of the film maker's art and also to whet their appetites for further study. In a Year 11 drama lesson, students demonstrated a range of techniques to a very high standard. Some lessons contain insufficient challenge. In a minority, work already covered is being repeated, with no allowance being made for developing maturity. Most students know the targets they are working towards but would like more regular feedback about their current progress. The school is addressing this issue based on a new assessment policy.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and provides opportunities for most learners to develop well. Students follow a broad and balanced timetable throughout the school and most study two languages in Years 8 and 9. There is good provision for literacy and numeracy, and students have plenty of opportunities to use computers. Work experience and careers guidance are good. Three learning pathways are available in Years 10 and 11 and a few students take modern apprenticeships and other courses at a local college. Not enough has been done, however, to meet the needs, interests and aspirations of lower attaining students, particularly in relation to work-related learning. There is a good range of out-of-school activities, including sporting activities such as a ski trip to Boston and other trips in the UK and abroad. There are also homework clubs and additional lessons such as master classes to support more able students.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Arrangements to support students when they join the school are effective. There is a well planned programme for all students in their final year at primary school and special arrangements for those who join the school knowing few other students. Students are well supported by their tutors and teachers. They feel confident about approaching staff if they are anxious or unhappy. They are treated with respect and offered good advice. The discipline policy of the school has the support of parents and students and is generally implemented effectively by staff, ensuring that there is little disruptive behaviour in lessons. Support for students with learning difficulties is good and their needs are met by relevant and effective programmes. Challenging targets are set and effectively monitored. They are understood by the students, but have too little impact on their day-to-day motivation and work. The support provided to help students progress to further education and employment is good.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The school is led effectively and the senior leadership team work together well to successfully identify areas that need to improve. The school's evaluation of its own performance is accurate and realistic. Lesson observations correctly identify the quality of teaching and learning. Measures to improve outcomes for students are not implemented consistently across all subjects. Standards rose significantly in 2006, but not all of the changes that have been made have yet had a major impact on the progress that students make during their time at school.

A purposeful and supportive learning environment has been built on the school's Catholic ethos. Discrimination, bullying and other equal opportunities issues are dealt with effectively. Governors are supportive of the school and are aware of how the school needs to improve. The school is compliant with all legislative requirements. Improvements have been made to the school buildings, most notably as a result of the new sports hall that was opened in 2006. The buildings are mostly well maintained, although some of the fabric remains in a poor state of repair. Wall displays and classrooms are generally lively and appropriate.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
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
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
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	3

### The quality of provision

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

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

I am writing on behalf of the inspection team to let you know the judgements we have made about your school. Thank you for taking part in the inspection by talking to us about your work and your life in school.

- We believe your school provides a satisfactory education for you.
- The headteacher and the other people in the school with responsibility make decisions with your best interests at heart. Through the school council, you play your part in improving the school.
- Nearly all of you attend regularly, behave well and are confident and polite.
- You enjoy coming to school and you do well when teachers make your lessons lively and interesting.
- You are all valued as individuals and you are well supported by your teachers.
- You contribute well to the life of the school and the local community.

Your school needs to:

- Help you to make good progress in all subjects so that you leave school with better qualifications.
- Provide more choice of subjects, particularly for those of you who want to study in areas that are linked to work and your future career.