



# Chichester High School for Boys

Inspection Report

**Unique Reference Number** 126062  
**Local Authority** West Sussex  
**Inspection number** 294639  
**Inspection dates** 24–25 January 2007  
**Reporting inspector** Christopher Russell HMI

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

<b>Type of school</b>	Comprehensive	<b>School address</b>	Kingsham Rd
<b>School category</b>	Community		CHICHESTER
<b>Age range of pupils</b>	11–18		PO19 8AE
<b>Gender of pupils</b>	Boys	<b>Telephone number</b>	01243 787691
<b>Number on roll (school)</b>	1355	<b>Fax number</b>	01243 531584
<b>Number on roll (6th form)</b>	187		
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Keith Gulliver
		<b>Headteacher</b>	John Robinson
<b>Date of previous school inspection</b>	24 November 2005		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–18	24–25 January 2007	294639

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## Introduction

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

## Description of the school

This is a larger than average comprehensive school and specialist business and enterprise school serving the town of Chichester and the surrounding area. The proportion of students with learning difficulties and disabilities is close to average. There are relatively few students from minority ethnic backgrounds. Sixth form provision is shared with a girls' school on the same site.

## 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 Boys provides a satisfactory standard of education. In accordance with Section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. Senior leaders, including governors, have a thorough understanding of the school's strengths and weaknesses and have taken well considered and sharply focused action to raise standards. As a result, national test and examination results at Key Stages 3 and 4 rose significantly in 2006 and standards and achievement are now satisfactory across the school.

Teaching and learning are satisfactory and have improved since the last inspection. Consequently, students now make satisfactory progress. However, not all teaching yet challenges students to achieve as much as they could. The curriculum has improved and is now good. The school has worked quickly to develop a curriculum that meets the needs of its students well. This has been popular with students and is already leading to improved attitudes to learning. Students' personal development and well-being and the school's provision for care, guidance and support are satisfactory. These have also improved since the last inspection. Students are well cared for and the school has developed an increasingly effective system for tracking and monitoring their achievement. Although still quite new, this is beginning to help staff to identify areas for improvement and to provide additional support for individual students. Behaviour is satisfactory as a result of the school's consistent application of its behaviour policy. The vast majority of students behave well around the school and in lessons. Progress in a few lessons is still sometimes hampered by the poor behaviour and attitudes of a minority.

Leadership and management are satisfactory. The headteacher provides strong and effective leadership and, supported by his senior colleagues, has achieved much since the last inspection. Governors play an effective role by holding the school to account and by helping to plan for the future. Much is being done to develop the skills of middle leaders. Whilst this is already having an impact, not all middle leaders are yet able to make a sufficient contribution to the school's improvement. Specialist work in business and enterprise education is good and has made a significant contribution to the school's overall development. The positive changes made in the short time since the last inspection demonstrate that the school is well placed to make further improvement.

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

### **Grade: 2**

The sixth form provides a good education for its students. Standards as shown by Advanced level examination results in 2006 are broadly in line with national averages. Overall, achievement and standards have improved since 2005, for example the proportion of students gaining A or B grades has increased significantly. Teaching and learning are satisfactory, enabling students to make at least satisfactory progress in almost all subjects. In business studies, chemistry and history, students make good

progress. Progress is not yet good in all subjects because lessons do not always provide sufficient challenge or opportunities for independent learning. The school is aware of this issue and is tackling it through the use of challenging targets for all students. This has yet to impact fully on results

Students' personal development and well-being and the provision for care, guidance and support are good. Sixth form students make a strong contribution to the school and wider community and enjoy the excellent range of extra-curricular activities, trips and visits. Students feel respected by teachers and able to influence decisions which affect them. Students enjoy their time in the sixth form, as shown by the high retention rates. However, some could be more punctual to lessons.

The leadership and management of the sixth form are good. Outstanding collaborative arrangements with other local institutions enable the school to provide an impressive curriculum at Advanced level. Although the range of Level 2 courses is less broad, increased provision is planned for September 2007. Effective collaboration ensures that the sixth form runs smoothly and is also helping to raise standards and achievement.

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

- Raise the achievement of students by:
- increasing the proportion of good and better teaching to enable all students to have the opportunity to make good progress
- improving the effectiveness of middle leaders so that the focus on raising achievement is consistent across all subjects.

## **Achievement and standards**

### **Grade: 3**

#### **Grade for sixth form: 3**

Achievement and standards have improved since the last inspection and are now satisfactory. Students' attainment on entry to the school is close to the national average. National Key Stage 3 test results improved in 2006, particularly in mathematics, and were similar to the national average. The proportion of students attaining Level 5 or above increased significantly. At Key Stage 3, standards are average and students make satisfactory progress. More able students do not progress as well as middle and lower ability students because there is insufficient challenge in some lessons. GCSE results also improved in 2006 and the proportion of students gaining 5 or more A\* to C grades increased significantly. Standards at Key Stage 4 are similar to the national average and students now make satisfactory progress. However, this pattern is inconsistent, with students achieving more in some subjects than others. Students in the sixth form make satisfactory progress overall, achieving standards that are close to the national average. In some subjects they make good progress. Students with learning difficulties and disabilities make satisfactory progress across the school because they receive appropriate care and support.

## Personal development and well-being

**Grade: 3**

**Grade for sixth form: 2**

The personal development and well-being of students are satisfactory. Students' enjoyment of school is satisfactory and students recognise that it has become a better place to be as a result of improvement. Behaviour is satisfactory and improving and students relate well to each other and to staff. They move around the school safely, taking good care of themselves and others. In practical lessons they handle equipment carefully. At times a minority of students lack motivation and distract others, particularly in the small number of lessons in which teaching is less effective. Some parents recognise this and have expressed concerns about behaviour. Students' attendance is satisfactory.

Students' spiritual, social, moral and cultural development is good. Students respect the beliefs of others and have a strong sense of right and wrong. In a Year 8 assembly about Auschwitz, the students listened attentively and were engrossed in the stories being told. Students make a good contribution to the school and wider community. A particularly stimulating programme of personal, social and health education and citizenship helps them to listen to others and express their opinions well. When given the opportunity, students are able to make very perceptive comments about how life at school could be improved.

Students have a good understanding of healthy eating. They are active and take a full part in sports and games at break times and after school. Students develop a satisfactory range of skills for employment and future economic well-being. Opportunities for the development of enterprise and business skills are particularly strong because of the school's specialist status.

The personal development and well-being of sixth form students are good. Effective care, guidance and support and a rich curriculum experience help students to enjoy their education and develop into mature, active citizens.

## Quality of provision

### Teaching and learning

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**Grade for sixth form: 3**

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## **Curriculum and other activities**

### **Grade: 2**

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

Curriculum provision is good. The school has substantially revised the curriculum to ensure that it is well matched to students' needs and interests. The school's status as a business and enterprise college has helped to drive this improvement and is providing good opportunities for further curriculum development. A wide range of subjects is available in Years 10 and 11 and there are good opportunities for students to follow applied and work related courses. The intensive support in Years 7 to 9 in literacy and numeracy for some lower attaining students boosts their skills, leading to better attainment and increased self-esteem.

The school works well with other providers to enhance the curriculum. Excellent collaborative work in the sixth form enables the school to provide a broad and varied curriculum. An extensive range of clubs and other activities enable all students to extend their learning through visits and events involving sport, the arts and business and enterprise. Provision for information and communication technology (ICT) has improved significantly and now meets statutory requirements.

## **Care, guidance and support**

### **Grade: 3**

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

Care, guidance and support are satisfactory. Staff are committed to the care of their students and students are confident that there is an adult that they can speak to if

needed. Staff receive appropriate safety training and procedures are reviewed regularly. The school works well with parents and other agencies such as the police and education welfare officers to provide students with effective support. The school's procedures for improving attendance are satisfactory, although more needs to be done to ensure that students are punctual and do not truant when travelling between the two school buildings. Students with learning difficulties and disabilities benefit from additional help and support that is carefully focused on their individual needs. Students receive good guidance to help them choose subjects, future courses and careers.

There is a well designed system for monitoring students' academic progress. Whilst already a useful tool, the system is still very new. It is not yet firmly embedded in the school's practice and is only just beginning to make an impact on students' achievement.

Care, guidance and support in the sixth form are good. Attendance and academic achievement are monitored regularly and thoroughly. Students are well prepared for adult life and receive excellent support and guidance for university entrance.

## **Leadership and management**

### **Grade: 3**

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

Leadership and management are satisfactory. The headteacher provides good leadership and has created a clear vision for the future which staff and governors increasingly share. He is determined that the school will reach its ambitious targets and has begun to change the culture of the school to ensure that all staff feel responsible for raising standards.

Senior leaders each have clearly defined roles and work well together to develop and implement strategies for improvement. They monitor teaching thoroughly and have a clear picture of strengths and weaknesses across the school. Much has been done to improve the quality of teaching and this is having a positive impact on achievement and standards. The high-quality specialist school plan is a useful tool for driving improvements because it is well focused on raising the achievement of students. It also ensures that business and enterprise activity permeates much of the work of the school. Governors have a good understanding of the work of the school. They challenge the school well and make helpful suggestions to aid improvement.

Developing the skills and abilities of heads of department and heads of year is rightly seen as a high priority for the school. The quality of middle leadership is beginning to improve as a result of some new appointments and good professional development. However, there continues to be considerable variation in how well middle leaders fulfil their roles.

The leadership and management of the sixth form are good. The school has developed outstanding links with other local providers and the heads of sixth form work closely together to form an effective, well organised partnership. There is a clear vision for future development and strong capacity for further improvement.



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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	1
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	2	2
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	3
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	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>	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	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	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	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 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	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	2	
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, including staff, are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	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**

Thank you for your help and for taking the time to talk to us during the recent inspection. I am writing to you to tell you about our main findings.

The school has improved well since the last inspection and now provides a satisfactory education. The headteacher and his team have made a lot of improvements and exam results went up last year. The students that we spoke to were positive about the school and about these changes.

Although we saw many good lessons, in some we felt that the work did not help everyone to make as much progress as they might. At times, a minority of students were not well motivated. They misbehaved and prevented others from learning. We have asked the school to continue to improve the quality of lessons. You can help by ensuring that everyone behaves well in all lessons. The school is increasing the range of courses in Years 10 and 11 so that you can study courses that you enjoy and that help you to succeed. The school has also introduced a new system to monitor your progress. Although this is still developing, it is beginning to help staff track how well you are doing. This will help them to identify things in the school that need to improve. They will also be able to give you extra support if you need it.

The headteacher and other senior staff clearly know how to improve the school. We have suggested that they work more closely with heads of department and heads of year to ensure that everyone is able to play a full part in this improvement.

The inspection team wish you well for the future.