

# Chichester High School for Boys

## Inspection report

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<b>Unique Reference Number</b>	126062
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	340909
<b>Inspection dates</b>	28–29 April 2010
<b>Reporting inspector</b>	Paul Scott

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>	Secondary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1290
Of which, number on roll in the sixth form	127
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Amanda Godfrey
<b>Headteacher</b>	Gavin Salvesen-Sawh
<b>Date of previous school inspection</b>	29 April 2010
<b>School address</b>	Kingsham Rd CHICHESTER PO19 8AE
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspection team observed 32 lessons and held meetings with pupils, staff and governors. They observed the school's work, and looked at policy documents, the school's own progress and tracking information, and surveys that had been undertaken.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- ? Students' achievement in English.
- ? The impact that sporting and other extra-curricular activities have on students' attitudes to learning.

## Information about the school

Chichester High School for Boys is significantly above average in size, and has specialist business and enterprise status. The large majority of students are from White British backgrounds. There are few students from minority ethnic groups, and few whose first language is not believed to be English. The number of students with special educational needs and/or disabilities is broadly average, and this includes students with specific or mild learning difficulties, speech language and communication difficulties and social, emotional and behavioural difficulties.

The school has joint sixth form arrangements with Chichester High School for Girls. Students remain on roll with the host school and teaching is shared between the two schools located on the same campus. The headteacher took up his post in January 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school is emerging from a turbulent time with a clear direction and ambition. The new headteacher is determined to guide improvements by developing and strengthening leadership and management at all levels within the school. The senior team understands the school's strengths and areas needing development, and is tackling these with success. The school is undergoing a rapid period of change. Procedures and policies are being reviewed with an increasingly systematic approach in order to ensure that they meet the needs of the school and support improved outcomes for students in the future. Governors have worked hard to ensure that they are in a better position to fulfil their role in holding the school to account. Although much has been completed there is still work to be done, and their monitoring of some policies and aspects of the school's work is not yet fully in place or embedded.

There has been a concerted effort to raise standards in the school and a key focus in Year 11, particularly the gaining ground initiative, has had a positive impact. Attainment is broadly average overall and in some subjects it is above average. In English it has risen considerably because of a clear focus on tracking the progress of individuals effectively and teachers targeting the emerging needs in each lesson.

There is some good and outstanding teaching practice that engages students and allows them to work independently, make rapid progress and reach high standards. Lessons observed showed how students and teachers can work well together. Where lessons were planned effectively and teachers used searching questioning techniques and matched activities well to challenge students of all ability levels, progress was at least good. However, while teachers display a high level of subject knowledge, they do not always take the opportunities to stretch students sufficiently or allow them to take on more responsibility for their own learning. The quality of teaching is not consistently good enough to secure more than satisfactory overall progress for students.

Many parents and carers are concerned about the need for improvements, and told the inspection team that they wanted greater information from the school to reassure them of their child's progress. Staff, students and parents have noticed the positive changes in the school since the arrival of the new headteacher and feel more confident that things are improving, but are cautious that improvements need to be maintained in order that all students are helped to make the most of the opportunities at school.

Target setting and progress tracking for students are being used very effectively to motivate and develop higher expectations and aspirations within some subjects, but are not consistently used to improve outcomes for all students. Challenging targets beyond national expectations are set but are not achieved consistently, and higher ability

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students are not achieving enough of the higher grades.

Specialist college status has had a very positive impact across the school. The business and enterprise theme is successfully used to engage students in a variety of opportunities that develop a wider understanding of the world beyond school, improving outcomes for students.

**What does the school need to do to improve further?**

- ? Increase the proportion of good and outstanding lessons, by sharing the excellent practice already found in some classrooms.
- ? Ensure students, including those in the sixth form, make better progress and achieve higher standards by making more effective use of target setting and progress tracking information to ensure that:
  - ? students are more motivated and challenged by the work set for them, particularly those who are more able
- d
  - ? students are made aware of how they can improve their work and learn more independently.
  - ? Governors should systematically monitor the impact of all policies and practice to ensure outcomes are maximised for learners.

**Outcomes for individuals and groups of pupils****3**

Overall students make satisfactory progress in the school from starting points that are slightly below the national average on intake. While behaviour is satisfactory overall, many students in the school demonstrate exemplary behaviour. For example, students from the Combined Cadet Force (CCF) were positive and enthusiastic and able to talk about the opportunities in the school with some pride about their own achievements. However, a significant minority of students do not adopt appropriate attitudes to learning and while this is being increasingly challenged, staff do not yet apply a consistent approach. Students in the sixth form are keen to learn and their behaviour in lessons is good; they have mature attitudes and are generally good role models in the school. Students respond very well to the limited but developing opportunities to work independently and to contribute to the school community. Opportunities are developing but are limited currently. Observations of students' work confirmed that standards are broadly average. There are some significant differences between subjects, and students of higher ability do not always achieve the higher grades in examinations. There are no other significant differences in the performance of different groups of students within the school. Attendance at the school is satisfactory and this has improved considerably in recent times. The school has worked hard to change attitudes to school and persistent absence has seen a significant fall.

Students have a sense of right and wrong, and are increasingly contributing to the ethos of the school recognising their social responsibility. The school does a good job of

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helping students to adopt healthy lifestyles. The involvement in sport of a large number of the boys is a source of pride for many associated with the school. Social, moral, cultural and spiritual development is satisfactory, as is the extent to which students are prepared for their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teaching in the school is satisfactory overall. In the best lessons inspectors observed teachers challenging students with well-planned learning opportunities that enabled and encouraged more independent working by students. There are positive relationships generally between staff and students, but where lessons do not motivate or challenge sufficiently, behaviour is not as good. Good questioning and practical and active learning that has a clear context are successful in bringing about high levels of progress for students of all abilities, but teachers do not yet make enough use of assessment in lessons to drive progress with pace. The less successful lessons do not give opportunities for all students to make sufficient progress and do not allow them to take a lead in their own learning.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The curriculum is satisfactory and is developing to further meet the needs of students. Clear, well thought out plans are in place for future years to ensure the curriculum is increasingly relevant for all learners in the school. It is enriched with a good range of extra-curricular activities, including a wide range of sports and activities in all areas across the school. The specialist business and enterprise status is used well to give students opportunities to understand business and develop a greater depth and experience, so contributing to their economic well-being.

Tracking systems are developing quickly and effectively to meet the needs of teachers and inform leaders across the school, but not enough use is currently made of the resulting data. Challenging targets are being set, and while they are not yet being achieved, this is raising expectations across the school as to the standards that could be achieved.

The welfare of students is given a high priority in the school. The positive relationships between students and staff ensure students are able to raise issues in the school. The support systems in place encourage students to contribute to the school community and play a part in school life. Arrangements for transfer from Year 6 are very good and praised by the parents; they encourage parents to be more involved. The governors have improved health and safety procedures in the school and some of this essential work is continuing. Despite many strong features, the school does not, however, monitor the impact of policies and practice enough and so care, support and guidance are satisfactory overall.

The school occupies a large site but too much lesson time is lost in travelling between some areas of the school. There is a marked contrast in parts of the school accommodation, with modern vibrant spaces and other areas in the school where the buildings make it more difficult to establish high quality learning environments.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The headteacher has embarked upon a rapid improvement plan and is supported by a range of able, hard-working staff at all levels. The most effective leaders are analytical about their practice and have a clear plan for improvement. They use progress tracking information well, and seek out other indicators to develop practice. They are also very clear about the need for high quality teaching and are monitoring this with strategies to develop teaching further. The headteacher is aware of the inconsistencies in leadership

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and has begun to tackle them effectively. There is a clear passion among staff for building on the school’s strengths and tackling key areas for improvement.

The governing body is very aware of the many issues it needs to deal with and has embarked on an ambitious programme of reforms in the school. Governors have already laid good foundations in the restructuring of the governing body, its committees and the way it works with the school. This is ensuring that they are informed and trained to hold the school to account and help drive improvements. They have had much to do to establish good practice in the school and some areas, such as the extent to which policies and practice are monitored, are developing rapidly but some essential elements are still not yet fully in place. Governors are now better placed to assess the impact of policies and procedures in order to drive the improvement agenda and ensure that students’ progress is positive.

The school has much to do but given the short time period that the new headteacher has been in post, sound progress has already been made. The extent to which the school is promoting community cohesion is satisfactory. There is a clear commitment to improving communication with parents and this is beginning to have a positive effect, but the school recognises it still has work to do in this area. Partnerships to promote learning are good. The school has links across the local authority to continue the development of wider curriculum provision. This includes diplomas as well as a range of vocational and academic courses.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Sixth form**



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Students in the sixth form enjoy the support and opportunities provided. The provision and outcomes for sixth form students are of similar quality to those in the main school. The leadership of the sixth form ensures that students make satisfactory progress, but not enough use is made of ongoing assessments to ensure students make good progress early in their courses and so too much is left to the final stages of the courses. The curriculum underwent significant changes in 2009 to increase the number of students staying on, and this was successful. This has helped the sixth form become more inclusive, promoting further studies with a wider range of students. Students contribute to the school community, working with other younger students and raising money for charity. They demonstrate a mature attitude to their studies and to the school community

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>3</b>
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

**Views of parents and carers**

There was a limited response from parents to the questionnaire although some parents also took the trouble to contact the inspection team directly. Parents have been rightly concerned with the leadership of the school over recent times and the impact this has had on lessons and the progress of their child. Many were positive and optimistic about the way things had changed with the new headteacher, and many reinforced the findings of the inspection team about the hard work of teachers and the high quality of some staff, but also the inconsistencies within teaching. Concerns also remain over the behaviour of some students and its impact on lessons.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chichester High School for Boys to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 71 completed questionnaires by the end of the on-site inspection. In total, there are 1,290 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	21	42	59	11	15	2	3
The school keeps my child safe	12	17	50	70	7	10	0	0
The school informs me about my child's progress	12	17	45	63	8	11	5	7
My child is making enough progress at this school	15	23	35	49	14	20	5	7
The teaching is good at this school	12	17	40	56	11	15	3	4
The school helps me to support my child's learning	7	10	36	51	22	31	4	6
The school helps my child to have a healthy lifestyle	13	18	42	59	13	8	2	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	13	37	54	8	11	4	6
The school meets my child's particular needs	19	24	34	48	13	18	5	7
The school deals effectively with unacceptable behaviour	9	13	29	41	18	25	9	13
The school takes account of my suggestions and concerns	7	10	35	49	15	21	5	7
The school is led and managed effectively	9	13	37	52	8	11	5	7
Overall, I am happy with my child's experience at this school	15	21	41	58	7	10	7	10

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



30 April 2010

Dear Students

Inspection of Chichester High School for Boys, Chichester PO19 8AE

Thank you for making the inspection team and me so welcome when we came to inspect your school recently.'

Your contribution in meetings, in lessons, through the questionnaire and when we met you around the school was most welcome. We were impressed by your honesty and the enthusiasm some of you showed for the school. It was good to talk to some of the students who are part of the Combined Cadet Force, and we were very impressed with their contribution to the school and the commitment to helping others in the community. You will be aware that some of your lessons are outstanding and teachers in these lessons give you opportunities to work independently and challenge you a great deal. This is not the case, however, in all lessons and we have asked the school make sure there are more good and outstanding lessons. You explained that a small minority of students do not behave as they should and can disturb your lessons at times ' you have a role to play in tackling this, and you need to ensure that you concentrate and work with your teachers so that the progress you make is positive.

The governors have worked hard to improve things but they have had a lot to do to lay firm foundations for improvement. We have asked them to continue this and make sure they monitor the policies and the practice in the school to make sure things get better. You have challenging targets that are set by the school. You must work with your teachers as they make better use of assessments in lessons to help you to reach these targets. We have no doubt you are capable of meeting and indeed exceeding them, if with more focused help from teachers, you learn to work more independently to manage your own learning.

I wish you well for your future and hope you rise to the challenges ahead. Your teachers will support you in achieving the highest of goals.

Yours sincerely

Paul Scott Her Majesty's Inspector

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