

# Chatsmore Catholic High School

## Inspection report

---

<b>Unique Reference Number</b>	126096
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	340924
<b>Inspection dates</b>	3–4 March 2010
<b>Reporting inspector</b>	Anne Duffy HMI

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

---

<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	613
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Nikki Davies
<b>Headteacher</b>	Mr Mike Madden
<b>Date of previous school inspection</b>	10 January 2007
<b>School address</b>	Goring Street Worthing West Sussex BN12 5AF
<b>Telephone number</b>	01903 241368
<b>Fax number</b>	01903 240183
<b>Email address</b>	office@chatsmore.w-sussex.sch.uk

---

<b>Age group</b>	11–16
<b>Inspection dates</b>	3–4 March 2010
<b>Inspection number</b>	340924

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors spent the majority of their time looking at learning; this included observing 30 lessons or parts of lessons and 28 teachers. Inspectors also held meetings with staff, governors, including a parent governor, and students. They observed the school's work, and looked at documentation and policies, including the school's tracking of student progress, the school improvement plan and arrangements for safeguarding. They also studied pupil and staff questionnaires and the 147 questionnaires returned by parents and carers.

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

- the progress made by potentially vulnerable groups shown by tracking and analysis of data as well as observation
- the contribution made by the curriculum and teaching to student outcomes across different subjects, including the use of assessment to support learning
- the success with which the school is ensuring that ambition for school improvement is shared at all levels
- the impact of specialist school status upon school improvement
- arrangements for safeguarding

## Information about the school

Chatsmore is a smaller than average school which serves the coastal community between Worthing and Arundel. The majority of students are from White British backgrounds. A very small minority, around 12%, are from a range of ethnic backgrounds. About 7% are at an early stage of speaking English. The proportion of students identified with special educational needs and/or disabilities is similar to the national average. A very small proportion is eligible for free school meals.

The school is specialist school for arts and has the Sportsmark award. The headteacher took up post in September 2009. Prior to this the school had an acting senior leadership team.

**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

'We have already noticed an improved sense of direction, leadership and positive changes that have been introduced within the school. These are most welcome as Chatsmore has always been a welcoming small school with a good pastoral ethos, but has lacked vibrancy, 'edge' and ambition ' which it feels like it has the potential to achieve (with time) now.' This parental view forms a very apt of summary of this satisfactory school. Sound acting leadership has maintained stability for a period of almost two years but the school knows that it now needs to improve more rapidly if it is to fully meet the needs of what the new headteacher describes as 'twenty-first century learners'.

Recent changes have been made to governors and to the senior and middle leadership teams of the school. As a result, while ambition to improve is evident, capacity to do so is relatively unproved and is currently satisfactory. Processes for monitoring performance have, in the past, relied too strongly upon the knowledge of some members of staff rather than secure systems for collecting and analysing all aspects of the school's work. Good systems are being introduced, although they are not yet used with consistent rigour at all levels. Self evaluation is satisfactory; the school has appropriate plans in place to create a more exciting environment for learning and to improve other aspects of the school's provision. Good use has been made of the school's specialist status to develop partnership links and to provide a model for innovative practice within the specialist areas. However, due to some key staff absences in the past year, the impact of this has not been as extensive as the school would have liked.

The school promotes students' cultural and spiritual development well. Some changes have been made to the curriculum since the last inspection but these have not provided all students with the opportunity to extend their interests and learning as far as they might. As a result, although many students attain highly, a few are in danger of becoming disengaged and not all are motivated to achieve of their best. This is also due in part to a weakness in teachers' use of assessment. This limits the accuracy with which teaching is targeted to different abilities and restricts students' opportunities to play an active role, as well as the responsibility they take for their own learning. Some teaching has significant strengths and the school has taken steps to extend the use of teaching approaches which allow students to evaluate how well they are doing and how they can improve. However, there is more work to be done to ensure that all staff contribute equally to high quality teaching so that all students learn well and make as much progress as they can in every lesson.

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

**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

- Ensure that at all levels of the school processes for self-evaluation and monitoring are rigorous and used consistently to inform and accelerate improvement.
- Make learning more relevant to all students by:
  - broadening the range of subject choices and accreditation opportunities
  - spreading the good practice in teaching that exists within the school's specialism and some other subject areas more widely through the school
  - rapidly implementing adequate use of assessment to enable students to take a more active role in their learning and to improve their progress.

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

Achievement is satisfactory. Levels of attainment when students arrive and leave school is generally in line with that of students of similar ages, although the percentage of those gaining 5 or more grades A\* to C including English and mathematics is significantly above average. The school is right in judging that students make satisfactory progress overall. Although work does not always meet the needs of different abilities, no particular group is consistently slowed. Students at the early stages of speaking English make progress as rapidly as their peers. The school has taken effective action to ensure that students with special educational needs and/or disabilities are not disadvantaged so that they make progress which is similar to that of other students. The school has also correctly identified a group of students for whom progress could be accelerated and is taking the right steps to support them. However, sustained impact of this has yet to be seen.

Students' enjoyment of school varies, and some told us that the behaviour of a few others affects this. In lessons inspectors observed generally very compliant behaviour. However, not all students are sufficiently involved to ensure good or outstanding behaviour and learning. In some lessons, they spend too much time listening to teachers and do not reflect upon their work. In other, more successful lessons, the pace of learning quickens because students are involved and enthusiastic and their motivation to succeed is evident. Areas of the school's specialism, and a few other subjects, provide examples of good progress being made because students are actively engaged.

Students' cultural and spiritual development is enhanced by assemblies and tutor times that include prayer and reflection, and by good opportunities to take part in artistic events and performances. These develop students' confidence and they show themselves willing to work together and support each other well. Students' progress is underpinned by good work in mathematics and literacy and by the school's recent investment in information and communication technology. As a result, students develop useful skills that will support them when they are older. Attendance is above average. Many students make use of the sporting opportunities available both within and outside school, and the recent student-initiated formation of a sports council is indicative of the positive contribution made by many to the school community. Reflecting the school's Sportsmark award, students demonstrate that they understand how to lead healthy lifestyles although not all are able to put this into practice at all times. The school's

**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

strategies to promote the benefits of not smoking have had some impact although it recognises that there is more to be done to change perspectives about this and about healthy eating.

*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>3</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

A curriculum based on a range of GCSE options provides appropriate opportunities for most students. The two additional pathways which the school has developed offer a small number of vocational courses in partnership with other schools and colleges. So far these are taken by a very small minority of students and timetable arrangements. Although on their return to school they are provided with additional support to replace any lessons missed, current arrangements do not provide the best opportunities for these students to make progress across the curriculum. The GCSE course in sport was amended part way through the course to offer NVQ and BTEC courses respectively, in order to give students better opportunities to achieve well. The school has individual student information, and staff are able anecdotally to point to examples where individual students have achieved well. However, the headteacher and governors rightly plan to

<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.

**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

extend and develop the curriculum further in order to meet students' needs and interests more systematically in future.

The school has a number of extracurricular and enrichment programmes, but it is not clear how many students participate in these. At the time of the inspection a large and popular production of Joseph and His Technicolour Dreamcoat was in rehearsal, involving students from the full age and ability range.

Teaching has a satisfactory impact upon progress. Teachers have secure subject knowledge and present lessons clearly. In many cases they use resources effectively. The use of teaching assistants promotes the progress of students with learning needs, though where assessment information is not well used to target work the benefits are weakened. In the best lessons, teachers plan a range of challenging activities for students and support them in making good progress. For example in art, drama and physical education, students respond positively to well-paced activities which involve them effectively both individually and in groups. In weaker lessons, teachers control the talk very tightly which limits students' opportunities to expand on ideas and think more independently. The accuracy with which teachers use what they know about students' attainment to plan to meet their needs is too variable. The school has taken early steps towards ensuring that on-going, in-class assessment is used by both staff and students but its development to date has been too slow.

The staff know students well and in some cases have supported and encouraged them with very good effect in difficult circumstances. However, not all students feel that they are listened to or feel confident in approaching staff with their problems in the secure knowledge that they will be dealt with sympathetically. It was evident during the inspection that increasing numbers of students appreciate the change in approach which the headteacher has introduced and many acknowledged with pleasure that 'he talks to us', 'he listens to us' and 'he's funny'. The school has made an appropriate decision to appoint a member of staff to further develop the care, guidance and support provided by the school.

*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	4
<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?**

Increasingly realistic self-evaluation, led by the headteacher, is helping the school to address identified areas for development. While it is too early to see long-term impact, steps have been taken to raise the quality of provision and staff are committed to

**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

improving the school's offer for all its students. Partnerships, particularly those linked to the school's specialism, are providing an increasing range of opportunities for both students and staff to develop skills and to learn from others. This reflects the school's strengthening commitment to providing equality of opportunity for all. The school has precise information about its pupils and is well aware of vulnerable groups, monitoring their progress. The members of the extended senior leadership team are emerging as a strong element. Staff appreciate the way in which professional development and training opportunities are provided and supported and there is an increasing sense of urgency and commitment to school improvement. Good financial management allows for resources to be used appropriately to achieve value for money. Arrangements for safeguarding are adequate.

The governing body provides a satisfactory level of challenge and has a clear understanding of the strengths and weaknesses of the school. Governors undertake their duties diligently and have supported the school well through a period of change and development both for the school and for themselves. They recognise that the next steps are to ensure consistency in monitoring teaching, learning and progress at all levels in order to provide the best experiences for the students.

The school makes a sound contribution to building a cohesive community within and beyond its own population. Good links have been built with very different schools, such as those in the Cayman Islands, in order to extend students' awareness of other countries and lifestyles. The school is aware that systematic evaluation of initiatives such as these, along with other aspects of its work, will further inform future planning.

*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>3</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>3</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>



**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

## **Views of parents and carers**

Most parents and carers who responded to the questionnaire expressed themselves as being happy with their child's experience overall at Chatsmore. Comments such as 'a very well run school where the teachers genuinely care about the safety and well-being of the pupils' reflect this. However, like a small minority of students, a few parents expressed concern about behaviour. Inspectors found behaviour to be satisfactory. However they agree with those parents who feel that more could be done to support their children's learning in order that they make much progress as they can.

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

Ofsted invited all the registered parents and carers of pupils registered at Chatsmore Catholic High School 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 147 completed questionnaires by the end of the on-site inspection. In total, there are 644 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	36	81	55	12	8	0	0
The school keeps my child safe	57	39	86	59	2	1	2	1
The school informs me about my child's progress	67	46	73	50	4	3	1	1
My child is making enough progress at this school	50	34	82	56	12	8	3	2
The teaching is good at this school	42	29	95	65	8	5	0	0
The school helps me to support my child's learning	45	31	83	56	17	12	1	1
The school helps my child to have a healthy lifestyle	27	18	94	64	15	10	1	1
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)	32	22	87	59	16	11	1	1
The school meets my child's particular needs	41	28	87	59	14	10	2	1
The school deals effectively with unacceptable behaviour	37	25	84	57	14	10	3	2
The school takes account of my suggestions and concerns	33	22	86	59	11	7	4	3
The school is led and managed effectively	47	32	85	58	7	5	0	0
Overall, I am happy with my child's experience at this school	58	39	78	53	7	5	2	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



5 March 2010

Dear Students

Inspection of Chatsmore Catholic High School, Worthing, BN12 5AF

Thank you for helping us to learn about your school. It was good to meet you and to see how well you are doing. I am writing this letter to tell you what we found.

Your school is satisfactory. Many, but not all of you told us that you enjoy school and this is reflected in your attitude to your work and the progress that you make. You are generally safe and well cared for. It was good to see how many of you are involved in the school's next production and also in sporting events. We hope that 'Joseph' goes well ' it certainly looked very impressive in rehearsals. The school uses its specialism in arts well to provide these sorts of opportunities for you.

Your new headteacher has made a good start in listening to you but we agree with you that your views could be taken more into account and that you could be encouraged more to assess your work and discuss how it could be improved. Some of you do not enjoy learning as much as you could and there is a noticeable difference in your involvement and enjoyment in different lessons. This shows that, although you do well in subjects such as English and mathematics, the school could do more to provide courses and lessons that really interest you. While you generally make the progress that is expected of you, many of you are capable of achieving more. We have therefore asked:

- the school to provide a wider range of subjects and qualifications and to build upon the good practice in teaching and learning that we saw in the specialist areas and some other subjects
- the teachers to plan lessons that give you more opportunities to take an active part and help you know how well you are doing and what you could do to improve
- all the leaders and managers, including the governors, to develop and use a clear system for checking all aspects of the school's work. That way they can be sure that things are improving and that their plans to make the school better are working.

You can help by trying your best and making sure that the older students provide a good example for the younger ones. I hope that you will all do well in the future.

Yours sincerely

Anne Duffy

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**