



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

School: Chatsmore Catholic High School
Address: Goring Street, Worthing, West Sussex, BN12 5AF
Telephone: 01903 241368
Email address: office@chathigh.co.uk

School Unique Reference Number: 126096

Headteacher:	Mr Peter Byrne
Chair of Governors:	Mr Christopher Silk
Lead Inspector:	Dr John Lydon
Associate Inspector:	Mr Roger Galvin
Inspection date:	08—09 July 2019

Overall Effectiveness	Previous Inspection: 2
	This Inspection: 1
Catholic Life:	1
Collective Worship:	1
Religious Education:	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND STUDENTS

Chatsmore Catholic High School is an Outstanding Catholic school because:

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| <ul style="list-style-type: none">• It is an outstanding Catholic community in which every member of the school community is valued and is treated with dignity and respect in a culture focused on holistic sense of aspiration.• The Headteacher and his leadership team constitute an empowering presence particularly in the context of the promotion of the Catholic life of the school.• The impact of the appointment of the Headteacher in 2017 constitutes a perennial theme within the interviews carried out by inspectors. The attestation of longstanding members of staff is especially significant in this context.• The mission of the school “to help every individual to achieve the best that they can through giving witness to the way of life inspired by Christ and taught by the Church” encapsulates the holistic approach to excellence embedded in the daily life of the school.• Collective worship features prominently in the daily life of the school and is supported enthusiastically by both staff and students. It is led actively by a highly motivated Head of Religious Education/Chaplain in collaboration with colleagues from other departments. The commitment of staff to the development of vibrant and meaningful collective worship is in general exemplary.• Religious Education is regarded as central to the life of the school, is well resourced and has come to be regarded as an important subject by the school community in general. | <ul style="list-style-type: none">• Collective worship is central to the life of the school and constitutes the heart of every school gathering. Praying together is now a constituent element of the culture of the school.• The Deanery clergy are very supportive of the school, particularly in the context of the celebration of tutor group, class and whole school Masses. Clergy also make themselves available for the celebration of the Sacrament of Reconciliation.• Students experience a wide range of liturgical opportunities, reflecting the commitment of governors and the leadership team to the distinctive nature of this Catholic school.• Students are positively engaged and highlighted the invitational and inclusive nature of liturgical celebrations.• Students are engaged in the planning and preparation of liturgical celebrations. The pivotal role of the Head of RE/Chaplain in this context cannot be overstated. The role of student faith ambassadors is significant in terms of promoting and enhancing the liturgical life of the school.• The leadership team, staff and students are committed totally to an inclusive approach to every member of the school community, regardless of religious belief. This was highlighted as a significant strength by both students and parents. |
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<ul style="list-style-type: none"> • Governors make a significant contribution to the Catholic life of the school. They are committed to the school's mission, are actively involved in its evaluation and are ready to challenge as well as support where necessary. • The Catholic Life of the school is outstanding. • In every interview with inspectors the word 'community' was signposted as one of the defining characteristics of Chatsmore. This was emphasised particularly by parents who highlighted the caring and supportive nature of all staff, especially in the context of students with special educational needs and disabilities. 	<ul style="list-style-type: none"> • The school invests significantly in the religious education department, in terms of both physical and human resource. The impact of the Headteacher as a teaching member of the religious education department is substantial. • The contribution of support staff to this outstanding Catholic school cannot be overstated, encompassing both pastoral and logistical support. The role of the Friends of Chatsmore (PTFA) is particularly important in promoting the sense of community which is validated by all key stakeholders.
<ul style="list-style-type: none"> • Governors and school leaders are committed passionately to realising the mission of the school, especially in terms of enabling students to realise their full potential as human beings made in the image and likeness of God. This commitment is inspired by the vision of the Headteacher. • The commitment of the whole school community to charitable activities and support for the local community is outstanding, particularly in terms of the school demographic. • Pastoral care for the whole student body and for staff constitutes a significant strength of this Catholic school. This was affirmed in interviews with all stakeholders. • This pastoral support is significantly holistic in line with the school's mission statement. The commitment of staff to additional academic support is viewed as integral to the school's Catholic identity by students, parents and governors. 	<ul style="list-style-type: none"> • Achievement in religious education has improved exponentially since the appointment of the new Headteacher. Data confirms that achievement is on an upward trajectory. • Students genuinely enjoy religious education lessons and appreciate the exploration of Christianity and other world religions. They spoke of the way in which they were stretched and challenged during lessons, especially at Key Stage 4. They also spoke of the value of debates around key moral issues in terms of their applicability to their lives beyond the school. • Teaching is generally outstanding with several examples of innovative learning and teaching strategies. • Lessons are very well-structured with detailed lesson plans provided to inspectors. The appointment of the new Headteacher set in train a review of teaching and learning which has resulted in the creation of schemes of work across each key stage.

<ul style="list-style-type: none">• The behaviour of all students is exemplary at all times. They are alert to the needs of others and seek justice for all within and beyond the school community. Behaviour for learning represents a significantly positive aspect across all teaching groups.	<ul style="list-style-type: none">• Students in general display outstanding, age-related standards of religious literacy.• The Headteacher, supported by his leadership team, is genuinely committed to the development of the religious education department and chaplaincy provision. The support of Deanery clergy in this context has been significant and reflects the excellent links between the school and surrounding parishes.
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FULL REPORT

INFORMATION ABOUT THE SCHOOL

Chatsmore Catholic High School is a Voluntary Aided 11-16 school. It is situated in the Worthing Deanery of the Diocese of Arundel and Brighton. It is maintained by West Sussex LA. The school serves the parishes of Worthing, Littlehampton, East Preston, Rustington, Lancing and Shoreham. The school admissions criteria prioritise Catholic students. The percentage of Catholic students currently in the school is 30% but is forecast to improve with increased uptake from Deanery schools.

The current number of students on roll is 675, set to rise to 750 in September 2019. The academic profile of the school reflects the full ability range. However, the average KS2 point score on entry for all years is below the national average and the lowest in the diocese. The percentage of Pupil Premium is 21.10%. 21.62% of students are on the special educational needs (SEN) or additional needs register; of these 10.95% of students have an Education, Health and Care Plan (EHCP) or receive special educational needs support; 81% of students identify themselves as White British or Irish, while 3% are Asian and the remaining 16% are from a variety of backgrounds. The proportion of students from homes where English is an additional language is 8%.

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Increase the allocation of curriculum time to 10% for religious education in line with the requirements of the Bishops' Conference.
- Develop further a programme of retreats, building on the current provision experienced by students in Key Stage 3.
- Continue to explore the possibility of creating a sacred space within the school which would constitute a focal point for collective worship.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which students contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which students contribute to and benefit from the Catholic Life of the school is Outstanding.

- The majority of students in all year groups demonstrate a genuine sense of belonging to the Catholic community of Chatsmore Catholic High School. This is reflected in the way in which all groups interviewed stated that the word 'community' encapsulated the distinctive ethos of this Catholic school.
- The behaviour of all students is exemplary at all times. Students are genuinely supportive of each other in tangible ways, for example peer mentoring. Justice is a perennial theme among the student body and is realised within and beyond the community. In student interviews there was unanimous agreement that the level of respect demonstrated by both staff and students represented a distinctive feature of the community of Chatsmore.
- In the context of the size of the school the range of opportunities offered to students is exemplary, matched by the enthusiasm with which these opportunities are embraced and by the commitment of *all* staff which is appreciated greatly by students. There was unanimous agreement among the student body that an inclusive approach constitutes a signature in terms of the ethos of the school.
- The development of talents is evident particularly in the very impressive range of opportunities for student leadership and participation. This is particularly evident in the work of the Faith Ambassadors, an elected group of students who provide invaluable support to the Head of RE/Chaplain.
- Students, encouraged by the Faith Ambassadors, respond positively to opportunities to prepare and lead prayers in assemblies and in formal liturgies, supported by an impressive range of resources produced by the Head of RE/Chaplain.
- Students also support deanery and diocesan celebrations, reflecting the strong links with the Deanery clergy. The school, along with the Catholic Deanery feeder schools for example, lead the Annual Deanery Advent Service, led by the Bishop of Arundel & Brighton. This is attended by students and pupils from all Deanery feeder schools.

- Students respond generously to a range of opportunities to serve others modelled on the example of Christ, reflecting the mission statement of the school. There is support across the school community for a broad range of local, national and international charitable activities. The outstanding commitment by the whole school community to charitable activities is emblematic of the vibrancy of Chatsmore as a Catholic community. The raising of £7,192.66 following a “Three Peaks Challenge” is particularly noteworthy.
- Students behave in a respectful and courteous manner in their encounters with each other and with staff, reflecting the commitment of school leaders to the promotion of high standards of personal behaviour. The school environment constitutes a hospitable space for learning.

The quality of provision of the Catholic Life of the school is Outstanding.

- Chatsmore Catholic High School empowers students to realise in their lives the central theme of its mission, a holistic education, by offering a wide range of extra-curricular activities and opportunities for collective worship which are responded to enthusiastically by the majority of students.
- The school mission statement is a clear and inspiring expression of the educational mission of the Church. “To help every individual to achieve the best that they can through giving witness to the way of life inspired by Christ and taught by the Church” encapsulates the vision of this outstanding Catholic school, particularly in terms of the way in which the ministry of Christ is modelled by all staff. The mission statement is being constantly revisited, reinforcing the holistic perspective.
- The Catholic life of the school forms a regular feature of the professional development of all staff. Seminars on Catholic distinctiveness are embedded within the staff induction programme and the newly qualified teacher (NQT) programme.
- The way in which students relate to each other and offer mutual support reflects the collaborative ministry modelled by all staff. The way in which all staff “go the extra mile” in building up the school community was commented on by governors, parents and students. Parents in particular were deeply appreciative of the inclusive nature of collective worship.
- The recently appointed Head of RE/Chaplain represents a substantial presence within and beyond the school, supported by other colleagues including both teaching and support staff and students. There is a strong sense of teamwork which, with local priests from the Deanery, enables a broad range of liturgical opportunities to be offered including whole school Masses and tutor group Masses, opportunities for private and community prayer and, Year 7 retreat days and “passport” experiences focusing on issues around vocation, discipleship and Catholic social teaching.

- Pastoral care is a significant strength of the school, evidenced in interviews with governors, students and parents. Several parents cited specific examples of the pastoral team accompanying parents whose children experienced a range of physical and social and emotional challenges. Students spoke of pastoral issues being “picked up massively by teachers”, enabling them to move on to be “the best that they can be”. A secure Relationships and Sex Education programme is evident.
- Pastoral care of staff plays an important role within the strategic purview of pastoral care within the school. One member of staff spoke movingly about the way in which she had been supported during her husband’s serious illness while others affirmed the extent to which the staff “looked out for each other”. Students also commented passively on the way in which staff supported each other, thereby modelling respect and dignity.
- Behaviour policies are rooted in Gospel values and the teaching of the Catholic Church. These policies embody throughout the importance of personal responsibility and the need for justice and also facilitate healing and reconciliation. Parents in particular insisted on the fairness they experienced when dealing with the school. In this context the quality of communication with parents is particularly apposite.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is Outstanding.

- The school’s leadership is deeply committed to the Church’s mission in education. Leaders are committed totally to maintaining a balance between school improvement and Catholic distinctiveness. Catholic ethos features strongly with the strategic objectives of the school’s development plan encapsulated in the acronym *CARPE* (community, aspiration, resilience, prayer and excellence).
- The high priority given to promoting the centrality of the school’s Catholic ethos is a living reality, evidenced in particular by its modelling by the whole staff. The influence of the Headteacher in this context cannot be overstated. This was affirmed by governors, parents and students during interviews. Governors described the Headteacher’s faith as “an amazing gift” while students confirmed unanimously his influence on the promotion of the school as a spiritual community.
- Parents felt that the school’s mission statement was being realised in practice rather than public rhetoric and that they were encouraged constantly to participate in the liturgical life of the school. The empowering nature of the school’s “open-door policy” was confirmed by governors, staff and students.
- The governors are fully committed to promoting the Catholic life of the school. The Governing Body meets regularly with the Headteacher and provides appropriate support and challenge. Governors are fully supportive of the Catholic life of Chatsmore.

- The monitoring and evaluation of the Catholic life of the school reflects the robustness of the monitoring of all aspects of the school's life. Learning walks by senior leaders are now embedded within the leadership structure of the school and take place routinely during daily acts of collective worship during tutor time. Surveys of parents and students relating to the Catholic life of the school constitute a particularly positive feature.

COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

- How well students respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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How well students respond to and participate in the school's Collective Worship and Prayer Life is Outstanding.

- Acts of worship engage all students' interest and inspire in them deep thought and heartfelt response. There is a palpable enthusiasm for collective worship, reflected in the quality of communal singing, the quality of prayerful silence and the depth of participation in community prayers.
- During the inspection, assemblies and tutor group liturgies were marked by an atmosphere of reverence, respect and active engagement on the part of students. Students display confidence in their use of a variety of approaches to prayer such as; prayer which uses scripture, religious artefacts, liturgical music and other forms of prayer, both traditional and contemporary. The involvement of students in delivering technical support for all assemblies reflects a significant commitment to the mission of the school.
- Students participate very enthusiastically in a wide range of liturgies from celebrations of the Eucharist to moments of quiet prayer with the Head of RE/Chaplain which were commented upon favourably by students and staff during the inspection. Prayer during an assembly was marked by the application of scripture to real life examples.
- The themes and the style of liturgical celebrations are inclusive with preparation focused around where students are on their faith journey. Students on different stages of that journey feel respected. The student body is led by a dedicated team of student ambassadors who plan, lead and evaluate whole liturgies. Their leadership of the Holocaust Memorial Liturgy and the Remembrance Liturgy are particularly noteworthy.
- The experience of living and working in a praying community has had a profound and visible effect on the development of all pupils, irrespective of ability or faith background. Students take an active role in deciding on the format of prayer including Taizé evenings and students of all faiths are keen to participate in leading collective worship.

The quality of provision for Collective Worship and Prayer Life is Outstanding.

- Collective worship is central to the life of the school and forms the heart of every school celebration. All meetings begin with a prayer which formed a central feature of the recent Sports Awards evening attended by the Lead Inspector and contributed to the demonstrable sense of a Catholic community. Praying together is part of the daily experience for all pupils and staff. The Headteacher leads by example in this regard, recognised by governors, parents and students.
- The provision of materials provided by the chaplaincy team to enable Form Tutors to lead Collective worship effectively is outstanding. The Head of RE/Chaplain has produced a range of resources marked by a genuine spiritual depth and inclusivity.
- The annual celebration for grandparents represents innovative provision. Grandparents join their grandchildren for Mass and then are taken on a tour of the school led by students. In 2018, over 200 grandparents attended. This event is one of several events commented on by parents as reflective of the Catholic nature of the school community.
- Prayer is also an integral feature of the life of all school staff. Meetings begin with prayer and staff engage enthusiastically in leading tutor group prayers based on the wide-ranging support of the Head of RE/Chaplain. The religious education and music departments are particularly cooperative in terms of preparing and leading liturgies. The support of a chaplaincy assistant, who combines her role with that of a Learning Support Assistant, is worthy of acknowledgement.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is Outstanding.

- The Headteacher is passionately committed to the building of an authentic Catholic community. He line-manages the Head of RE/Chaplain and was described by several staff as committed totally to sustaining the Catholic character of the school. Both staff and students recognised his enthusiasm in regard to promoting the spiritual life of the school, representing a substantial as opposed to a superficial commitment.
- The Headteacher and his leadership team ensure that all staff in the school receive formation in the development of spiritual and liturgical understanding. The significance of the Head of RE/Chaplain in leading collective worship cannot be overstated. Both staff and students commented on his invitational approach, resulting in a widespread commitment across the school to maintaining the quality of collective worship.

- Collective worship is monitored effectively by the leadership team and Year Leaders, in particular at the start of the day. In addition, leaders and managers, including senior leaders and the chaplain, are highly visible as leaders of collective worship within school, and as such are models of outstanding practice for staff and students.
- Alongside the Headteacher, the Head of RE/Chaplain maintains excellent links with the Deanery clergy and indeed the Diocese of Arundel and Brighton generally. This is reflected in the presence of the Bishop at several liturgies and school events including a seminar on the practice of Lectio Divina. In the context of the leadership of collective worship, the Head of RE/Chaplain plays a significant role in garnering support from a wide range of staff for the school's spiritual life programme, representing a significant contribution to the solidarity around the school mission demonstrated by all staff.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

- How well students achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well pupils achieve and enjoy their learning in Religious Education is Outstanding.

- Achievement of pupils at GCSE is outstanding because they make above average progress when compared to similar Catholic schools. Achievement has improved exponentially since the appointment of the new Headteacher in 2017 who took responsibility for the leadership of the department during his first year of headship. This improvement has been sustained since the appointment of the current Head of RE/Chaplain.
- Attainment at GCSE improved significantly in 2018. 67.6% of students achieved Grade 4 or above compared to 38.9% achieving Grade A*-C in 2017. Students join the school from five Deanery Catholic Primary schools and over 20 community and independent schools, so pupils display a wide range of understanding of Catholic Christianity on entry. Notwithstanding this, wide range school data show that students make progress at Key Stage 3 in Religious Education in line with Fisher Family Trust targets. 89.2% of students are on or above these highly aspirational targets. Religious education at Key Stage 3 is currently highest in terms of their progress against target.
- Students display good and in many cases outstanding age-appropriate standards of religious literacy. During the inspection, students in a Year 10 GCSE Religious Studies lesson displayed a wide range of skills to great effect, including independence, originality, imagination and the ability to interpret sources and symbols.
- Students generally enjoy religious education lessons and there was unanimous affirmation during interviews and within the classroom that they appreciate the opportunity to explore Christianity and other religious beliefs as they develop their own personal convictions. Students reinforced the excellent relationships between teachers and students and the extent to which teachers were prepared to go “the extra mile” in support of students including an intensive weekend revision event.
- Behaviour for learning is outstanding. In the lessons observed across the Key Stages pupils were attentive, engaged actively and collaborated very well in their learning.

The quality of teaching and assessment in Religious Education is Outstanding.

- Lesson observation and reviews of student work during the inspection confirms the school judgement that teaching is outstanding.
- Teachers use excellent subject knowledge to present a complex topic in ways both engaging and accessible to all pupils. The consistent application of pedagogical principles by all teachers is exemplary. This reflects a community of learners approach among staff whose sharing of resources contributes significantly to the classroom climate.
- Students are making significant progress because teachers are committed to the carefully devised schemes of work which have been re-written completely following the appointment of the Headteacher and Head of RE/Chaplain.
- Teachers have a high level of confidence and expertise both in terms of their specialist knowledge and their understanding of effective learning in religious education. As a result, they use a very wide range of innovative and imaginative resources and teaching strategies to stimulate pupils' active participation in their learning.
- Lessons are planned and taught in accordance with the scheme of work, taking account of pupils' prior learning and achievement. Teachers recognise the importance of religious education and model enthusiasm and commitment in their teaching. Lessons observed were marked by a considerable degree of planning, reflected in the detailed lesson plans. Students made obvious progress during the lessons which included effective teacher feedback and DIRT (Directed Improvement and Reflection Time). The further development of peer assessment may enhance student progress, especially in terms of an enhanced understanding of examination criteria.
- A range of teaching and learning activities are employed to enable pupils to make progress in every lesson. Active learning is a feature of all lessons with pupils researching evidence in a number of ways. Appropriate video clips are used to enhance learning, for example a video clip of the Genesis account of the 'Fall' which elicited an in-depth discussion.
- Appropriate homework is set regularly and published on the student area of the school portal (Edulink) so it is accurately accessible to all students and their parents. The setting of homework is signposted as one of the "Basics" in the Staff Handbook alongside the professionalism required of staff.
- Assessment is undertaken in line with school policy with criteria focused on skill development which will promote the skills needed for GCSE Religious Studies. Each unit of work is completed with an assessment which is marked and effective feedback in student books enables students to appreciate the standard of their work and what is required to make further progress.

- Students are confident in terms of their awareness of their target grades and strategies for improvement. During interview one student stated that “we all know our targets in religious education and we know how we are doing – we have regular tests and when the teacher marks them they tell us what to do to improve and we normally improve it in purple pen.”

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is Outstanding.

- The self-evaluation of religious education by leaders and managers is a coherent reflection of rigorous monitoring, searching analysis and self-challenge which is well-informed by current best practice in religious education and in education generally. There is a collaborative approach to monitoring with teachers moderating student work systematically. The Head of RE/Chaplain observes lessons formally twice a year while a department review is undertaken by representatives of the Senior Leadership team annually.
- The Headteacher is committed deeply to promoting the pivotal role of the religious education department which has taken on a much higher profile within the school since his appointment. This was evidenced during the inspection during interviews with governors and parents. His tangible support in the form of staffing and resources within the limits of budgetary constraints constitutes confirmation that his promotion of the religious education department goes beyond public rhetoric.
- Since his appointment, the Head of RE/Chaplain has proved to be a significant catalyst in the development of the religious education department. He has embraced his joint role enthusiastically and leads the department by example, modelling a servant leader approach by, for example, producing detailed high quality schemes of work followed by every member of staff. All members of the department confirmed that his leadership style inspires commitment to the department vision by the whole team.
- All religious education department meetings have a Learning and Teaching focus ensuring that every lesson is outstanding, embracing the ‘Chatsmore 8’; principles developed in consultation with staff to ensure that all lessons facilitate outstanding learning and progress. Rigorous monitoring and quality assurance is reflected in learning walks, book scrutiny, student voice data analysis and departmental reviews. The Headteacher and Head of RE/Chaplain engage in paired learning walks to ensure best practice. Visits to outstanding schools in the Diocese including one inset day when every member of staff experienced an Outstanding School have contributed further to the renewed focus on teaching and learning.
- The Key Stage 3 curriculum has been restructured completely, in line with the Curriculum Directory in a way that focuses on the needs of students. The curriculum has been configured with the new GCSE specifications in mind, particularly in terms of assessment structure.

- The study of world religions at Key Stage 3 level was remarked upon by students as a particularly positive feature, reflecting the inclusive nature of the Chatsmore community. One student commented that “It is really interesting to find out about the world religions. We get a chance to express our opinions and are asked what we think about things we have never really thought about before.”
- The Key Stage 4 curriculum is based around the Edexcel syllabus in which Catholic Christianity features strongly alongside a study of Islam. During the inspection the extent to which there was a commonality of approach to teaching of GCSE Religious Studies and its impact on the progress of learners became abundantly clear.
- Religious education is well resourced in terms of staffing, physical resources and curriculum time when compared with other core curriculum subjects within the school.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

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The extent to which students contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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Collective Worship and Prayer Life

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How well students respond to and participate in the school's Collective Worship and Prayer Life.

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The quality of provision for Collective Worship and Prayer Life.

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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Religious Education

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How well students achieve and enjoy their learning in Religious Education.

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The quality of teaching and assessment in Religious Education

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How well leaders and managers monitor and evaluate the provision for Religious Education

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