



# CHASE HIGH SCHOOL

**Aspiration, Character & Excellence**

**Headteacher:**  
Jamie Foster BSc Hons NPQH

**Tel:** 01702 354441

15 March 2022

Dear parent/carer

**Re: Ofsted outcome**

It is with great pleasure that I share with you the outcome of our recent inspection. The team of HM Inspectors found every aspect of the school – the quality of education, behaviour and attitudes, personal development, leadership and management, and sixth form provision – to be Good.

Among their praise, inspectors said of their findings of the school –

- Pupils are very proud of their school. They want to tell others about how much their school has improved and how they feel happy and safe
- Lessons are calm and orderly
- The school prepares pupils well for the future
- Pupils are open minded and celebrate diversity and difference

This is the first time in 30 years that this school has received a good grading; the good outcome reflects the changes that have taken place in the recent years and our commitment to making Chase a centre of excellence. I am extremely proud of our staff, pupils and Chase community for their hard work and dedication.

Please find the full report below and [click here](#) to view the Headteacher's virtual message.

Yours faithfully

**Mr J Foster**  
**Headteacher**



# Inspection of Chase High School

Prittlewell Chase, Westcliff-on-Sea, Essex SS0 0RT

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Inspection dates: 1 and 2 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils are very proud of their school. They want to tell others about how much their school has improved. Pupils say they feel happy and safe. Parents are pleased with how teachers care for their pupils.

Pupils say that they feel very supported by their teachers. Pupils receive the help they need. They remember important knowledge. This helps them to learn and achieve well. Students in the sixth form study a range of subjects which are suited to their needs and interests. Pupils learn about life in the workplace and future careers.

Pupils behave well. On the rare occasions when they do not, teachers quickly ensure that they do. Lessons are calm and orderly. Pupils listen to each other and to their teachers attentively. Pupils say that bullying is rare and that when it happens, teachers deal with it swiftly.

This school prepares pupils and students well for the future. Pupils are open-minded and celebrate diversity and difference. They participate in a range of different clubs and after-school activities. This helps them to pursue personal interests.

## **What does the school do well and what does it need to do better?**

Leaders have high expectations for pupils' achievement. Pupils learn a broad curriculum. More pupils are studying subjects that make up the English Baccalaureate in key stage 4 than they did in the past. For example, many more pupils are now taking languages than previously. This enables pupils to develop an important life skill. Pupils gain the knowledge they need for a wide range of further study and careers in the future.

Teachers have strong subject knowledge. This helps them to plan learning well. Teachers carefully choose the knowledge they want pupils to learn. They break learning down into stages so that pupils do not become confused. They make sure that what pupils learn links to what they have learned before. Teachers ensure that pupils have opportunities to practise and revisit what they have learned previously. This helps pupils to learn and remember important knowledge over time.

Students in the sixth form can confidently discuss what they have learned. They present their views and ideas effectively. Teachers' questioning helps students to develop their knowledge and deepen their understanding further. Students are also taught to learn independently. They know how to conduct research well. This is crucial for the next stage of their lives. Students are well prepared for university, or the workplace.

Leaders have prioritised the importance of reading. Pupils enjoy reading a diverse range of age-appropriate texts and novels throughout all key stages. Pupils who have fallen behind with their reading receive the support they need to catch up.

Leaders know how important it is for teachers to check how well pupils are learning. However, some teachers do not pick up on important mistakes and misunderstandings in pupils' work. At times, this slows pupils' learning as they cannot understand more complex ideas. Leaders are helping teachers to become better at consistently identifying mistakes in pupils' work and in lessons.

Leaders accurately identify the needs of pupils with special educational needs and/or disabilities (SEND). Teachers often adapt lessons to ensure that pupils with SEND learn well. Pupils in the learning resource base benefit from effective teaching and support. They access a broad range of subjects. At times, however, teachers do not know how precisely to help some pupils with an education, health and care plan (EHC plan). When this happens, pupils' learning is slowed. Overall, pupils with SEND achieve well.

Leaders promote pupils' personal development well. Pupils value and respect each other's difference and other cultures. Pupils with protected characteristics say they feel safe and receive support when needed. Pupils learn about how to develop positive personal relationships. As they get older, they learn more about sexual health, consent and how to spot behaviours which are mentally and physically harmful.

Leaders provide opportunities for pupils to contribute to their community. Pupils organise charity events and raise money. They also find out from their peers what would make the school better. Their ideas have helped, for example, shape the school rules for behaviour. Pupils benefit from a well-considered programme of careers education. This includes providing pupils in Years 8 to 13 with impartial advice about approved technical qualifications and apprenticeships and meets the requirements of the Baker Clause.

Governors and trustees have very high ambitions for all pupils. They know what the school does well and what it needs to do to improve further. The school has been well supported by the trust and governors. They challenge leaders to make the school better. As a result, most parents are very pleased with the quality of education that their children receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are vigilant about keeping children safe. Staff are well trained to spot and report concerns. Leaders investigate concerns swiftly and make appropriate referrals to outside agencies. Pupils learn about the dangers of being online and how to respond when they feel at risk. Pupils know whom to talk to if they are ever worried. Pupils say they feel safe and secure. Parents and teachers agree.

Leaders carry out all the necessary checks to ensure adults are suitable to work in schools.

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

### **(Information for the school and appropriate authority)**

- Some teachers do not systematically identify errors and misconceptions in pupils' learning. As a result of this, pupils are not able to embed knowledge accurately and remember it correctly. Leaders should continue to support teachers to assess more effectively so that pupils are aware of their mistakes and have a precise understanding of what they have learned.
- Support for pupils with an EHC plan in lessons does not always tightly reflect what the pupils' EHC plans indicate is needed. Teachers do not therefore support these pupils as effectively as they could. Leaders need to ensure that teachers apply precise strategies to help those pupils with an EHC plan learn even better.

## **How can I feed back my views?**

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can complain to Ofsted.

## **Further information**

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	141741
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10207067
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1169
<b>Of which, number on roll in the sixth form</b>	227
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Helen Witty
<b>Headteacher</b>	Jamie Foster
<b>Website</b>	<a href="http://www.chasehigh.org">www.chasehigh.org</a>
<b>Dates of previous inspection</b>	15 and 16 March 2018, under section 5 of the Education Act 2005

## Information about this school

- Chase High School is a larger-than-average secondary school. It is part of the Discovery Educational Trust.
- Most pupils are White British. Nearly a fifth of pupils are from ethnic minority backgrounds.
- The proportion of pupils with SEND is below average. The proportion of pupils with an EHC plan is average.
- The proportion of pupils who are eligible for pupil premium funding is above average.
- The school does make use of alternative provision for a small number of pupils.
- The school provides specially resourced provision for a small number of pupils with SEND.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the chief executive officer, other senior leaders and middle leaders. Inspectors held discussions with support staff, early career teachers, members of the governing body and a representative from the trust to gather their views.
- Inspectors carried out deep dives into languages, English, mathematics, science and history. These included discussions with subject leaders, visits to lessons, meetings with staff and pupils and scrutiny of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised school documents, policies and records, including those of pre-employment checks of staff. An inspector met with the designated leader for safeguarding to discuss their work to keep pupils safe. Inspectors checked on staff members' understanding of child protection and safeguarding procedures.
- Inspectors considered 404 responses to Ofsted's pupil survey, 83 responses to Ofsted's staff survey, 117 responses to Ofsted's online questionnaire, Ofsted Parent View, and 108 free-text responses from parents.

## Inspection team

Adam Cooke, lead inspector	Her Majesty's Inspector
Brenda Watson	Ofsted Inspector
Susan Sutton	Ofsted Inspector
Al Mistrano	Her Majesty's Inspector
Sarah Fowler	Ofsted Inspector

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