

Inspection of CHS South

451 Mauldeth Road West, Chorlton, Manchester, Greater Manchester M21 7SX

Inspection dates: 10 and 11 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

CHS South is a welcoming and supportive community. Pupils are proud of their school. Pupils understand the school values of 'ready, respectful, safe', and they try hard to follow them in all that they do.

Leaders have high expectations with regard to pupils' behaviour and achievement, including for those pupils with special educational needs and/or disabilities (SEND). Most pupils rise to these expectations. Pupils have positive attitudes to learning. Lessons are rarely disrupted due to inappropriate behaviour.

Pupils said that they feel safe in school. They told inspectors that there is always someone who they can talk to if they have a problem. Leaders deal with bullying quickly if it happens.

Pupils benefit from the wide range of clubs that staff provide. They told inspectors that there is something for everyone to try and to enjoy. Pupils cited school drama productions, sport and music opportunities, the pride group and coding and eco clubs as examples of the rich breadth of activities that are on offer.

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

Leaders, including governors and trustees, are determined to provide an aspirational curriculum for all pupils at CHS South. For example, they are successfully increasing the proportion of pupils who study modern foreign languages and the English Baccalaureate suite of subjects. In most subjects, leaders have thought carefully about the knowledge that pupils should learn and the order in which it should be taught. Subject leaders are clear about the essential knowledge that pupils need to learn in their subject curriculums. The curriculum in the majority of subjects is ambitious and enables pupils to develop significant knowledge and understanding by building well on their prior learning. In a few subjects, the curriculum is not as well developed as it could be. This means that pupils are not learning as widely as they could.

Teachers check pupils' understanding regularly in lessons. This helps them to quickly identify and address any misconceptions that pupils may develop. Teachers use this information effectively in order to adjust their activities when required. This helps pupils to learn the curriculum confidently.

Teachers have strong subject knowledge. This helps them to explain concepts clearly to pupils. In most subjects, staff take opportunities to make links between current learning and earlier topics. This helps pupils to remember what they have learned previously. In some subjects, pupils are not given the opportunity to regularly revisit the knowledge learned in the past. As a result, some pupils do not progress through these subject curriculums as well as they should.

Leaders identify the needs of pupils with SEND quickly. Pupils with SEND have access to the same curriculum as their peers. Teachers ensure that pupils with SEND are well supported in class. This helps these pupils to learn more as they move through the school.

Leaders have worked hard to improve behaviour across the school. Behaviour in lessons does not disrupt learning. However, a very small number of pupils do not always choose to behave as well as they should when they are moving around the school or during social times. Pupils are sometimes late to lessons. This means that some learning is missed by pupils not being in lessons on time.

Pupils in all year groups read regularly. This helps them to become more confident readers. Leaders quickly identify any pupils who find reading difficult. Skilled staff provide effective support for this group of pupils. As a result, most pupils catch up quickly. Leaders have plans to deploy more staff to deliver this support so that pupils can receive help even more swiftly.

Pupils benefit from effective personal development advice and guidance. Leaders build frequent opportunities into the curriculum to teach pupils how to keep themselves safe, including when out of school in the community. Pupils value the wide range of extra-curricular clubs and activities on offer.

Leaders have ensured that pupils have access to appropriate careers education, information, advice and guidance. Pupils spoke enthusiastically about the support that they receive to make informed decisions about their options and next steps.

Trustees and members of the governing body support and challenge leaders effectively. They are clear about the priorities for further improving the quality of education that pupils receive.

Staff enjoy working at the school. Leaders take positive action to support the workload and well-being of staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff are clear about the dangers that pupils may face. This includes when pupils are online. Staff are vigilant and alert to the signs that may indicate that pupils are at risk of harm. They respond quickly and appropriately when they have concerns about a pupil. Leaders work well with external agencies to ensure that vulnerable pupils and their families receive appropriate support when necessary. Pupils learn about how to keep themselves safe. This includes learning about the dangers of peer-on-peer abuse.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few pupils do not regulate their behaviour as well as they should during unstructured times. This means that where there is less adult supervision, for example at transition times, these pupils do not choose to behave as well as they could, and they are sometimes late to lessons. Leaders should provide support to pupils who require additional help to regulate their own behaviour during unstructured times and to those who need help to manage their time effectively.
- In a small number of subjects, the curriculum is not as broad and ambitious as it could be. Additionally, there are limited opportunities to revisit previous learning. This restricts pupils' opportunities to secure a good depth of knowledge and understanding. Leaders should ensure that these subject curriculums are broad and ambitious and include opportunities to embed previous learning so that pupils know and remember more over time.

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.

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

Unique reference number	145873
Local authority	Manchester
Inspection number	10244621
Type of school	Secondary
School category	Academy free school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	977
Appropriate authority	Board of Trustees
Chair of Trust	Jenny Andrews
Executive Headteacher	Andy Park
Head of School	David Prophet
Website	www.chssouth.org.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- The school opened as a Free School in 2018.
- Leaders use registered alternative providers for a small number of pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 11 with information about approved technical education qualifications and apprenticeships.
- The school is part of Prospere Learning Trust.

Information about this inspection

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

- This was the first routine inspection the school has had since opening in 2018.
- Inspectors spoke with the executive headteacher, the head of school, other senior leaders, subject leaders and members of staff. Inspectors also met with members

of the governing body and trustees, including the chair of the local governing board.

- Inspectors spoke to groups of pupils from Years 7 to 11 about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at breaktimes.
- Inspectors reviewed a wide range of evidence, including the school's self-evaluation document, improvement plans, minutes of governing body meetings and records of pupils' behaviour and attendance.
- Inspectors checked the school's safeguarding policies and procedures and the school's single central record. Inspectors met with leaders, staff and pupils to check how effective safeguarding is in the school.
- Inspectors carried out deep dives in English, mathematics, geography, art and design, physical education and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in other subject areas.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's online survey for staff and pupils.

Inspection team

Rebecca Sharples, lead inspector	His Majesty's Inspector
David Roberts	Ofsted Inspector
Michael Gun-Why	Ofsted Inspector
Paula Crawley	Ofsted Inspector

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