

Chase High School

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

Unique reference number (URN): 141741

Inspection report: 27 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Because the school is a happier place, with more effective teaching, pupils come to school more often. Attendance is now close to national averages and for some groups, above it. Staff celebrate and reward high attendance. Leaders ensure that when pupils need tailored support, for instance with their wellbeing, this is provided. Some pupils do still miss too much school and learning. Systems to identify and overcome these pupils' barriers to high attendance are largely effective.

The culture of behaviour at Chase High School is positive. Staff mostly follow the behaviour policy consistently. Pupils understand how they should conduct themselves. Most pupils are ambitious to be the best they can be. Particularly when teaching is most effective, pupils engage well with their work. As a result, pupils typically behave well in and out of lessons. The number of repeat suspensions, and the number of pupils removed from lessons, has fallen. This is because pupils receive effective support to improve their behaviour. When needed, leaders make appropriate adaptations to the curriculum so that pupils can engage positively with school.

The school teaches pupils about the value of kindness, and the importance of equality and diversity. Because of this, incidents of bullying, sexist and discriminatory behaviour are now rare. Any issues are robustly tackled so they stop. Pupils treat others well. They are typically polite and courteous. Pupils look out for each other.

Inclusion

Expected standard 

Leaders have rapidly improved systems to support pupils. The school's effective systems and processes accurately identify pupils' needs and barriers to learning. Leaders gather key information about pupils when they join the school. They promptly share important information with staff so they can provide them with appropriate help. Teachers are trained so they know how to support pupils in lessons, including those who have special educational needs and/or disabilities (SEND). The school makes and uses clear plans for pupils. Often, they use this training and information effectively to adapt the curriculum successfully. Leaders know where further work is needed to ensure that support is consistently precisely tailored to meet pupils' needs.

Staff take effective action to help pupils, including those who are disadvantaged and those known, or formerly known, to children's social care. For instance, the school's 'Med Ed' base successfully helps pupils return to school after periods of sustained absence. The school works closely with other providers and services, such as the virtual headteacher and alternative providers, to ensure pupils benefit from an appropriate offer. Pupils with SEND in the school's learning resource base are well supported to access the wider curriculum. Pastoral leaders and those with responsibilities for attendance and SEND work together with teachers to review pupils' progress and participation in the opportunities on offer. Leaders use this information to provide pupils with effective interventions, such as support with reading. This helps pupils engage well with learning.

Leadership and governance

Expected standard 

Leaders have taken highly effective action since the previous full inspection to address significant issues with the quality of education, provision for pupils with special educational needs and/or disabilities, pupils' behaviour and safeguarding at the school. Leaders have effectively used support from other schools inside and outside the trust to improve provision.

Leaders have established a safe, positive environment for pupils. They have raised expectations of how well all pupils, including those who are disadvantaged, can do. Leaders, including trustees, regularly collect and review information about how well pupils are doing. They have a clear and realistic view of the school's strengths and areas for improvement. Trustees and leaders check pupils are safe and that decisions, including the use of additional funding for disadvantaged pupils, are made in the best interests of pupils. Leaders know further work is necessary to ensure pupils learn and achieve as well as they should.

Staff benefit from much impactful training. Leaders provide time for staff to collaborate and learn from each other. Staff receive tailored support. This is helping them carry out their roles more effectively. Staff know how to spot, record and report any concerns about pupils' safety and welfare. Leaders have ably supported staff with their wellbeing and workload through a range of challenges, including with recruitment. The school engages positively with parents and carers.

Personal development and wellbeing

Expected standard 

Pupils are effectively prepared for life in modern Britain. Pupils understand the importance of key values, such as tolerance. They discuss important social issues, such as sexism and racism. The coherent personal, social and health education curriculum builds pupils' knowledge of how to keep safe and healthy. They learn about risks in the local context, such as dangers on the railways and on the water. Pupils learn about a range of faiths, and moral issues. All pupils learn about healthy relationships and, at an age-appropriate level, consent.

Pupils enjoy taking part in a broad range of clubs that reflect their interests. There are an increasing range of trips available. Pupils meet well-chosen visitors, such as speakers and theatre companies, that enhance their interest in the curriculum and develop their cultural appreciation. Pupils can develop their confidence and resilience through opportunities, such as the Duke of Edinburgh's Award Scheme. Pupils develop leadership skills in a range of roles. Leaders track, support and encourage all pupils, including those who are disadvantaged, to make use of these opportunities. An increasing number do so.

Pastoral leaders and other staff check on pupils' wellbeing. Pupils tell them of any worries. Staff then put in place support for pupils that helps them engage with school more positively. Leaders work together with staff to review participation of disadvantaged pupils and pupils with special educational needs and/or disabilities in the opportunities on offer.

The school's careers education and guidance offer is broad. Pupils encounter employers, apprenticeship and education providers. They experience work and receive individual guidance. This means that pupils know the options ahead of them and make informed choices. Pupils progress to education, employment and training. Careers education is

sometimes not closely matched to pupils' needs and does not provide high-quality opportunities for all.

Needs attention

Achievement

Needs attention 

Pupils at Chase High School do not always achieve well enough. This is due to issues, mainly historic but some current, with the quality and teaching of the curriculum. As a result, some pupils have gaps in their knowledge. In some subjects, where teaching is more effective, such as English, pupils gain the breadth of knowledge they need. They achieve in line with national averages. The gap between the achievement of disadvantaged and non-disadvantaged pupils is closing. Although leaders' actions are improving the quality of teaching, this is not yet reflected in published outcomes in national tests and examinations in both key stages 4 and 5.

Pupils now benefit from consistent and well-considered approaches to reading across the curriculum. Consequently, they read increasingly well. Weaker readers receive effective support so that they can catch up with their peers and access the curriculum. Pupils, however, sometimes struggle to write clearly and accurately across the curriculum. Leaders have prioritised the school's work in this regard so that pupils are prepared for their next steps.

Curriculum and teaching

Needs attention 

The curriculum is not consistently well taught. Leaders have taken much effective action to improve the quality of the curriculum and teaching since the previous full inspection. However, as leaders know, pupils do not benefit from consistently high-quality learning experiences. Too often, checks on pupils' understanding do not identify how well pupils have learned the intended curriculum. Because of this, adjustments and adaptations to the curriculum are sometimes less effective. Pupils do not always learn well enough.

The curriculum is increasingly ambitious and typically, carefully designed and well sequenced. Staff identify and teach the important knowledge that pupils need. The curriculum is broad. Pupils in Years 9 and 12 choose from a range of vocational and academic options.

Lessons follow a consistent structure. This helps pupils settle to their work. Where teaching is most effective, staff use their subject expertise to clearly introduce new knowledge. They know how to adapt the curriculum so that all pupils can access it successfully. Pupils learn well where staff check pupils' understanding skilfully. If these checks show that some pupils have gaps or errors in their understanding, they adjust the curriculum to address them.

The school has introduced effective support for pupils who need help to read well. Interventions, including phonics, help pupils read better and access the curriculum. Reading

is taught consistently across the school. Leaders have begun work to ensure that pupils write well in all subjects.

Post 16 provision

Needs attention 

Students, like pupils in the rest of the school, receive an inconsistent quality of teaching. Consequently, they frequently do not achieve well enough, particularly in A-level subjects and in GCSE resits. However, leaders have taken positive action to ensure that students in the sixth form are prepared for adulthood. The curriculum offer better matches students' needs. Most students now go on to education, employment and training.

The new personal development curriculum teaches students, at an age-appropriate level, about topics such as personal safety, including when driving. Students learn about budgeting. They meet a range of employers and experience work. Out of lessons, they can choose a range of enrichment opportunities. Students often make informed and appropriate decisions about their next steps, although sometimes, opportunities and guidance are not always precisely matched to students' needs.

Students typically know how to manage their time and study effectively. If students fall behind or struggle to cope with the academic demands of the sixth form, this is quickly picked up. Students say the sixth form is a safe and welcoming environment for all. They typically attend well. Students, including those who have barriers to learning, receive effective support, particularly for their wellbeing.

What it's like to be a pupil at this school

Pupils at Chase High School typically demonstrate the school's values: ambition, resilience and kindness. Pupils understand the clear expectations of how they should behave. Most pupils successfully strive to meet them. Pupils aspire to gain a wide range of rewards. They know that if they have any worries, they can share them. For example, pupils use 'tell us' boxes to report concerns, sometimes on behalf of others. Staff take prompt, effective action to address issues, including any bullying, so pupils feel and are safe.

Pupils are well prepared for adulthood. The personal development programme teaches pupils how to stay safe and healthy. They learn about the importance of equality and diversity. Pupils enjoy a wide range of clubs, from e-sports to music and drama. There are opportunities for pupils to develop leadership skills. Pupils encounter visitors from a range of careers. They learn about the world of work. This means that pupils have the information they need to make informed choices about their next steps.

Staff know the needs of pupils. They work, with increasing effectiveness, to reduce pupils' barriers to learning. If pupils need support to improve their attendance, wellbeing or readiness to learn, staff work closely with them to provide the help they need. This helps pupils come to school more often and enjoy school, including learning.

When teaching is most effective, pupils learn well. However, teaching, as leaders are aware, is not consistently effective. Pupils read competently, but some do not yet write well enough.

As a result, although leaders' actions have improved the curriculum and teaching, pupils frequently do not achieve highly enough in national tests and examinations in key stages 4 and 5.

Next steps

- Leaders should strengthen how strategies for pupils with barriers to learning are implemented consistently well, enabling staff to identify needs quickly and adapt support effectively so barriers are addressed swiftly and securely.
 - Leaders should guide teachers to use what they know about pupils' needs and starting points to teach concepts and skills clearly and consistently, so pupils experience high-quality learning.
 - Leaders should improve pupils' achievement, both in terms of their foundational knowledge and their attainment and progress in national tests and examinations.
 - Leaders should help teachers give pupils clearer guidance on how to improve their writing, so pupils build the confidence and skills they need to write well in every subject.
 - Leaders should build on current systems by understanding more clearly what stops pupils attending, so they can act strategically to help attendance improve further.
 - Leaders should ensure careers education is better aligned to pupils' needs to strengthen their confidence and social skills, helping them understand the steps they can take towards future opportunities.
 - Leaders should refine the post-16 curriculum and range of qualifications on offer, ensuring teachers are well equipped to deliver these effectively so that students' achievement improves.
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About this inspection

Chase High School is a member of the Discovery Educational Trust. The trust is overseen by a board of trustees, chaired by Helen Whitty. The chief executive officer of the trust is Ryan Duff.

Inspectors carried out this inspection under section 8 of the Education Act 2005. We decided to treat this inspection a full inspection under section 5 of the same Act. In accordance with section 13(4) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Following our renewed inspection framework all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspection team spoke with school and trust leaders, including the special educational needs coordinator. They also held discussions with representatives of the trust board. Inspectors also spoke to leaders at other provisions who work with the school's looked-after pupils and those attending alternative provision. Inspectors spoke to staff and pupils. Inspectors considered the responses of parents to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online staff questionnaire.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 4 alternative provisions, 2 of which are unregistered.

Headteacher: Matthew Suttanwood

Lead inspector:

Steve Woodley, His Majesty's Inspector

Team inspectors:

Tessa Holledge, His Majesty's Inspector

Daniel Short, His Majesty's Inspector

Bessie Owen, His Majesty's Inspector

Andrew Robinson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 27 January 2026

School and pupil context

Total pupils

1,321

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,340

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

41.69%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

4.54%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

17.26%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision and SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder, SEMH - Social, Emotional and Mental Health, MLD - Moderate Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	31.7%	45.2%	Below
2023/24 (final)	19.4%	45.9%	Below
2022/23 (final)	22.9%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	39.1	45.9	Below
2023/24 (final)	32.5	45.9	Below
2022/23 (final)	35.1	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.93	-0.03	Below
2022/23 (final)	-0.64	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	19.5%	25.6%	Close to average
2023/24 (final)	9.8%	25.8%	Below
2022/23 (final)	15.3%	25.2%	Below

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	31.7	34.9	Close to average
2023/24 (final)	26.2	34.6	Below
2022/23 (final)	28.8	35.0	Below

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-1.44	-0.57	Below
2022/23 (final)	-1.17	-0.57	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	19.5%	52.8%	-33.3 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	9.8%	53.1%	-43.4 pp
2022/23 (final)	15.3%	52.4%	-37.1 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	31.7	50.3	-18.6
2023/24 (final)	26.2	50.0	-23.8
2022/23 (final)	28.8	50.3	-21.5

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-1.44	0.16	-1.61
2022/23 (final)	-1.17	0.17	-1.34

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	86%	91%	Below
2022 leavers (revised)	88%	93%	Below
2021 leavers (revised)	92%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	20.60	34.99	Below
2023/24 (final)	17.80	34.38	Below
2022/23 (final)	23.82	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.9	0.0	Below
2023/24 (revised)	-0.5	0.0	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	10.1%	8.1%	Above
2023/24 (3 term)	11.8%	8.9%	Above
2022/23 (3 term)	11.2%	9.0%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	31.2%	21.9%	Above
2023/24 (3 term)	36.4%	25.6%	Above
2022/23 (3 term)	34.9%	26.5%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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