

# Bishop Tufnell CofE Junior School

Pennyfields, Bognor Regis, PO22 6BN

**Inspection dates** 22–23 November 2012

|                                |                      |                     |          |
|--------------------------------|----------------------|---------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | <b>Satisfactory</b> | <b>3</b> |
|                                | This inspection:     | <b>Good</b>         | <b>2</b> |
| Achievement of pupils          |                      | Good                | 2        |
| Quality of teaching            |                      | Good                | 2        |
| Behaviour and safety of pupils |                      | Good                | 2        |
| Leadership and management      |                      | Good                | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well. They make good progress from their individual starting points to reach standards that are generally above average at the end of Year 6.
- The school's good approach to the recruitment and development of staff has led to improvements in both the quality of teaching and the quality of leaders at all levels since the previous inspection.
- Pupils are thoughtful and caring about the school environment and each other because the school promotes their spiritual, moral, social and cultural development well.
- Pupils behave well and feel safe at school. They are punctual, attend regularly and are highly positive about all the school has to offer.
- Sharply focused and able leadership has brought about many improvements since the previous inspection and built good capacity within the school to continue to improve.
- The management of teachers' performance is effective in driving improvements in the quality of teaching and in raising standards for pupils.
- The development of strong links between subjects has contributed to improvement in pupils' communication and mathematical skills.

### It is not yet an outstanding school because

- Not enough teaching is outstanding to ensure pupils make rapid and sustained progress throughout all year groups.
- Pupils use their targets in writing and mathematics to help them progress to the next level. However, targets have not been set specifically for reading and therefore pupils are less clear about how to improve their reading skills.
- Occasionally, the intended learning in lessons is not broken down into small enough steps and this limits some pupils' ability to assess how well they have done.
- Although marking has improved since the previous inspection, there are not always enough opportunities for pupils to respond to comments made by teachers.

## Information about this inspection

- Inspectors observed 26 lessons or parts of lessons, attended assemblies and listened to pupils read. The observations covered the teaching of a range of subjects, including a guided reading session.
- Meetings were held with pupils, parents, staff and representatives from the governing body and the local authority.
- Inspectors took account of the 53 responses to the on-line Parent View survey, as well as other communications from parents during the inspection, and questionnaires completed by staff.
- Inspectors looked closely at the work pupils were doing in lessons as well as the work they have completed over time in their books.
- They also looked at a range of documentation including that on safeguarding and child protection procedures, logs relating to behaviour and attendance, minutes of meetings of the governing body, the school's self-evaluation and development planning, and data relating to pupils' performance.

## Inspection team

|                                 |                      |
|---------------------------------|----------------------|
| Jeanie Jovanova, Lead inspector | Additional Inspector |
| Anthony Green                   | Additional Inspector |
| Jonathan Cooper                 | Additional Inspector |

# Full report

## Information about this school

- This is a larger-than-average-sized junior school.
- The proportion of disabled pupils or those with special educational needs who are supported through school action is slightly above the national average. The proportion supported at school action plus or with a statement of educational needs is slightly below the national figure.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for looked after children and pupils eligible for free school meals, is less than half the national average.
- Most pupils are of White British heritage. A range of minority ethnic groups is represented in smaller numbers.
- The school does not currently use alternative provision for any pupils.
- A number of staff have joined the school since the previous inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Ensure that more teaching is outstanding, so that pupils make rapid and sustained progress in all subjects, by:
  - ensuring teachers break the intended learning in each lesson down into manageable steps that pupils can follow and use to check how well they have done
  - setting clear targets for reading to help pupils understand what they need to practise in order to improve their skills
  - creating opportunities for pupils to respond to marking which identifies the next steps needed in order to improve their work.

## Inspection judgements

### The achievement of pupils

**is good**

- Pupils enter the school with standards that are broadly average. By the time they leave Year 6, they have made good progress to reach above average standards. Attainment has risen steeply in both English and mathematics over the last two years and indications are that this trend is continuing.
- Regular meetings to check pupils' progress enable staff and senior leaders to spot quickly any pupils who may be falling behind. These pupils are then given appropriate support to overcome any difficulties and get them back on track.
- There is a strong focus on reading. For example, the school is involved in a local reading initiative, where Year 6 and Year 7 pupils from a range of schools meet to discuss set books. The pupils taking part say it has had many benefits, from improving their reading skills to introducing them to types of books they would never have thought of reading. After-school clubs and specialist support enable pupils who were not making enough progress to catch up and achieve well in reading.
- Disabled pupils and those who have special educational needs achieve well because they are given well-planned support in lessons and in small groups. Staff check the impact of this support carefully and keep detailed records of pupils' progress. This information is constantly reviewed to ensure pupils are receiving the right level of support and that it is helping them to make good progress.
- Pupils who are known to be eligible for the pupil premium achieve well because leaders ensure that the funding is used to supply resources and implement initiatives which accelerate their progress. For example, working intensively with a specially trained teaching assistant has helped one pupil make gains of 24 months in English in just 12 months.
- Pupils from different ethnic groups also achieve well. This reflects the school's commitment to ensuring that pupils from all backgrounds of all abilities have equal opportunities to succeed.

### The quality of teaching

**is good**

- The monitoring of teaching is robust and teachers are keen to be given constructive advice to help them develop their practice. Consequently, the quality of teaching has improved since the previous inspection and measures are in place to ensure it continues to improve.
- Features of the most effective lessons include high expectations, secure subject knowledge and planning which builds well on pupils' prior learning.
- Teachers regularly check that different groups understand what they are supposed to be doing, and adapt tasks when pupils encounter difficulties. They use a range of teaching strategies to help pupils learn new concepts. For example, in a Year 6 mathematics lesson on converting grams to kilograms, the teacher noticed that quite a number of pupils were having difficulty multiplying and dividing by 1000. He stopped the class and got them all to act out moving three spaces to the left or right whilst chanting the rule. This useful reminder ensured pupils went on to calculate accurately.
- Teachers always explain what pupils are expected to learn in the lesson, but occasionally this is not broken down well enough to help pupils understand the steps they need to take to complete the task successfully. This in turn limits how well they can evaluate their work.
- Pupils regularly refer to their targets for English and mathematics, including when writing in a history lesson, for instance. They say that having clear targets help them to improve their work as they know what they are aiming for. However, their English targets are all related to writing so pupils are less confident when discussing how to improve their reading skills.
- Marking clearly identifies whether the pupil has achieved the objective of the lesson, and pupils have opportunities to mark their own work. They say that teachers' marking is helpful, especially the comments and suggestions teachers make to help them to improve. However, opportunities

are not always created in lessons for pupils to respond to these comments, which limit their effectiveness.

- There are plenty of opportunities for pupils to reinforce key skills across a range of subjects, for example by calculating proportion and ratio when preparing a Caribbean recipe or when writing myths from Ancient Egypt.

### **The behaviour and safety of pupils**

**are good**

- Pupils are courteous and respectful and have impeccable manners. They move around the school calmly, look after property and ensure that everyone has a happy and productive playtime.
- Pupils take great pride in holding roles of responsibility within the school, such as reading with younger pupils or helping to make playtime a positive experience for all.
- Pupils are given numerous opportunities to voice their opinions on a range of matters and feel they are genuinely able to contribute to the school community.
- Behaviour in lessons is generally good and pupils show good attitudes to learning. Their behaviour is exemplary in assemblies where they share in celebrating each other's achievements.
- Attendance is higher than the national average and the school works hard to ensure pupils attend and are punctual, for example by offering parents the option of dropping off their children early and providing plenty of after-school activities.
- Pupils feel safe at school and parents agree that the school keeps their children safe and that behaviour is good. Pupils understand how to keep themselves safe, for example when working with utensils and science equipment or on the internet.
- Pupils understand the many forms bullying can take. They participate thoughtfully in activities during anti-bullying week and understand that what they learn in personal, social and health education lessons can prepare them for situations they might encounter in life.
- The school works hard to support pupils who have particular behavioural needs and goes out of its way to ensure all pupils feel there is a place for them, for example by helping pupils who find playtime difficult. This approach means that there have been no exclusions in the past few years.

### **The leadership and management**

**are good**

- The headteacher has led the successful drive for improvement with vision and determination since the previous inspection.
- Leaders in charge of subjects have become more effective. The local authority worked with the school in the first instance. Its input was successful in helping develop a strong and cohesive team whose members are committed to driving up standards, both in their own areas of responsibility and across the school. Leaders work closely together to ensure all their efforts are focused on improving progress in key skills such as communication and mathematical understanding.
- The school has successfully developed new leaders by nurturing and supporting ambitious and dedicated members of staff in their careers. This is part of an overall approach to recruitment that sees the school make astute choices which enrich the staff team and ensure a good quality education for the pupils.
- Teachers' performance is well managed. All teachers aspire to become outstanding practitioners and understand that this means enabling pupils to make outstanding progress. They have been well supported to identify steps that will improve their practice. A range of approaches, such as coaching, observing others teach and bespoke training programmes, ensures that those steps are being met.
- Senior leaders set targets for teachers that are specifically linked to how well pupils achieve.

Senior leaders carefully track teachers' progress towards these targets and use this information to determine whether pay increases will be awarded.

- The school has a clear view of its strengths and weaknesses, and this informs both short-term and long-term development planning. Priorities are clearly based on analysis of data relating to pupils' progress.
- Spiritual, moral, social and cultural development is promoted exceptionally well. Assemblies are a time for genuine reflection and spiritual growth. Pupils lead prayers before lunch. Interactive displays on key themes such as truth and other values encourage pupils to think deeply on a range of important philosophical issues. The curriculum ensures pupils' cultural horizons are broadened and the wide range of well-attended clubs offers a comprehensive array of activities from chess to archery.
- The local authority, having supported the school closely after the previous inspection, now supplies appropriate light touch support as it rightly judges the school to be good.
- **The governance of the school:**
  - Governors have considerably improved their understanding of the data about pupils' progress since the previous inspection. They now monitor progress closely and ask challenging questions of a range of members of staff. They check the progress made by pupils known to be eligible for the pupil premium in order to ensure that funding is being used to improve their achievement. For example, they know that pupils made faster progress after attending a specific literacy programme. They have therefore decided to continue to fund the specialist teaching assistant to deliver it for another year, when the impact will be reviewed once again in an ongoing cycle of evaluation. They ensure that individual members' training needs are met. The governing body fully meets the requirements for ensuring pupils are safe and well cared for. Since the previous inspection, the governors have developed a much keener understanding of the link between teachers' pay and their performance and they support the school in ensuring the salary and pay structure reflects this.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>             | 126026                             |
| <b>Local authority</b>                     | West Sussex                        |
| <b>Inspection number</b>                   | 406341                             |
| <b>Type of school</b>                      | Junior                             |
| <b>School category</b>                     | Voluntary aided                    |
| <b>Age range of pupils</b>                 | 7–11                               |
| <b>Gender of pupils</b>                    | Mixed                              |
| <b>Number of pupils on the school roll</b> | 354                                |
| <b>Appropriate authority</b>               | The governing body                 |
| <b>Chair</b>                               | Racquel Rennie                     |
| <b>Headteacher</b>                         | Shane Morton                       |
| <b>Date of previous school inspection</b>  | 14–15 September 2010               |
| <b>Telephone number</b>                    | 01243 582400                       |
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