

# Tangmere Primary Academy

Bishop Road, Tangmere, Chichester, West Sussex, PO20 2JB

## Inspection dates

5–6 February 2014

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Standards are not as high as they should be by the end of Year 6, particularly in mathematics and writing. Too few pupils make accelerated progress across the school.
- Disabled pupils and those with special educational needs do not make consistently good progress.
- Teachers do not always plan carefully enough to meet the needs of the full range of pupils.
- Teachers' marking is not consistently focused on providing pupils with clear guidance as to how to move their learning on.
- Teachers' expectations of the quality of pupils' written work are not high enough.
- There are not enough opportunities for pupils to write at length across subjects.
- A few older pupils do not behave as well as they should.
- The Academy Trust has not been rigorous enough in its management of the school, leading to some decline. It has not engaged sufficiently productively with the local governing body.
- The roles and impact of middle managers and subject leaders are underdeveloped.
- The range of subjects offered is limited.
- The sports development plan does not state how pupils will benefit from the additional funding.

### The school has the following strengths

- Pupils supported by pupil premium funding make reasonable progress, similar to their class mates.
- Most pupils display positive attitudes to learning, behave well and feel safe.
- Provision and progress in the Early Years Foundation Stage are good.
- Standards are rising at the end of Year 2 and teaching at Key Stage 1 is mostly good.
- The school's promotion of pupils' spiritual, moral, social and cultural development is good.
- Under new leadership, the pace of improvement has accelerated, with many new strategies to ensure that teaching and pupils' progress are improving.
- Systems to manage teachers' performance have been improved.

## Information about this inspection

- Inspectors observed 16 lessons, eight of which were seen together with senior leaders.
- Meetings were held with a group of pupils, the Chair of the Governing Body and another governor, the school’s senior and subject leaders, and two representatives of the Kennal Academies Trust.
- Inspectors took account of the nine responses to the staff questionnaire and the 18 responses to the online questionnaire (Parent View).
- Inspectors observed the school’s work and looked at a range of school documents, including records of the school’s checks on the quality of teaching, the sports development plan, the school improvement plan and records relating to behaviour, attendance, safeguarding and the tracking of pupils’ progress. They also looked closely at pupils’ written work from the current school year, and listened to pupils reading.

## Inspection team

George Logan, Lead inspector

Additional Inspector

Juliet Ward

Additional Inspector

## Full report

### Information about this school

- Tangmere Primary Academy is smaller than the average-sized primary school.
- The vast majority of pupils are from White British backgrounds. There are a small number of pupils of Gypsy/Roma heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils known to be eligible for free school meals, those looked after by the local authority and those with a parent in the armed services) is well above average. There are no pupils who are looked after by the local authority. Two pupils have a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics.
- The school offers a daily breakfast club. This is managed by the governing body and was reviewed as part of the current inspection.
- The school does not make use of any alternative provision.
- The school shares premises with a children's centre. This is managed and inspected separately.
- The school, previously Tangmere Primary School, became part of the Kemnal Academies Trust (TKAT) in April 2012. This is its first inspection since its change of status.
- The previous headteacher retired in September 2013. The current headteacher took up his post in November 2013.

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

- Improve teaching, particularly at Key Stage 2, so that pupils' progress is consistently good and standards are higher by the end of Year 6, particularly in mathematics and writing, by ensuring that:
  - teachers have high enough expectations of what all groups of pupils can do, and plan carefully to meet the needs of the full range of pupils within their classes
  - teachers monitor closely the learning and progress of all groups of pupils, but particularly those who are disabled or who have special educational needs
  - marking is consistently effective in driving rapid improvement in pupils' performance
  - teachers set higher expectations of the quality of pupils' written work
  - teachers provide more opportunities for pupils to practise their writing and mathematical skills in all subjects.
- Ensure that the poor attitudes and behaviour of a small number of older pupils are addressed and resolved.
- Improve the effectiveness of leadership and management by:
  - further developing the leadership roles and impact of middle managers and subject leaders
  - further increasing the range of subjects and opportunities to enrich pupils' learning
  - ensuring that the sports development plan is more thorough and innovative, indicating proposed new provision to engage pupils' interest and promote their health and well-being
  - ensuring that the academy trust sustains and builds upon recent improvements in the oversight and support of the school by working more closely with the governing body.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement. It is not yet good because pupils do not yet make sufficiently rapid progress and attainment is generally below average.
- Despite above average outcomes in reading in 2013, pupils' overall attainment by the end of Year 6, particularly in mathematics and writing, is below average. Too few pupils attained or exceeded Level 5 in mathematics or writing in 2013 and this adversely affected standards overall.
- Recent actions, such as moving from mixed-year to single-age classes, improvements to assessment and marking and establishing higher expectations of pupils' written work, are driving improvements. However, this has not yet had a significant impact on achievement.
- The school's information on the progress for current Year 6 pupils over the last three years is incomplete. Typically, pupils make reasonable progress. Projections indicate that outcomes by the end of Year 6 in 2014 may be close to those achieved in 2013 in reading and writing, but well below in mathematics. For these pupils, the trend is yet sufficiently positive or secure.
- Not enough priority has, until recently, been given to pupils producing high-quality written work. Pupils have not practised their emerging skills sufficiently or at a high enough level.
- Although the school now rigorously monitors the progress of disabled pupils and those with special educational needs, and evaluates the provision made, these pupils typically make less progress than the others.
- Children enter Nursery with levels of development which are low in relation to those typically expected for their age. Although tracking information is limited, generally good provision suggests that children make good progress through Nursery and Reception. That said, children's standards on entry to Year 1 are still well below those normally found.
- Pupils make expected progress in Years 1 and 2 and the pace of learning is picking up steadily. Overall standards, although still below average, rose between 2012 and 2013 and are on track to be closer to average in 2014, particularly in mathematics. The proportion of pupils attaining Level 3 is likely to improve significantly.
- In 2013, the majority of the Year 6 pupils supported by pupil premium funding were the equivalent of half a term ahead of their classmates in English and mathematics. Currently, while some inconsistencies remain, eligible pupils are making better progress than the others in both Year 2 and Year 6.
- Although a below average proportion of Year 1 pupils attained the expected standard in the phonics screening check in 2013, the teaching of phonics (the linking of sounds and letters) and support for reading have improved. The introduction of a new support programme is imminent. Pupils who have experienced intensive phonics teaching tackle unfamiliar texts with confidence.
- The few pupils of Gypsy/Roma heritage mostly attend frequently. Records show that they make steady progress in their learning and have generally secure basic skills in literacy and numeracy.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it does not always promote good achievement.
- Most teaching seen in Years 1 and 2 was good and as a result, progress is accelerating. There is currently a higher proportion of weak teaching in Key Stage 2. The quality and presentation of pupils' recent written work indicate some improvement. Even now, however, teachers do not consistently challenge pupils to work at higher levels, nor do they build sufficiently on pupils' willingness to do their best.
- The school has begun to implement consistent systems for checking and improving pupils' progress. However, there are inconsistencies in teachers' practice. Effective marking in writing, for example, where pupils are given guidance as to the improvements needed, is seldom evident

elsewhere. Pupils' response to marking is often cursory.

- Children in Nursery and Reception classes benefit from well-organised teaching, supporting generally good progress. Staff understand how to move children's learning on. Progress records are thorough.
- Regular tracking of progress and carefully targeted support ensure that pupils for whom the school receives pupil premium funding are making more consistent progress.
- In those lessons where pupils make good progress, the pace of learning is brisk and pupils cover a lot of ground. In a successful Year 2 session, pupils were learning how to make their Rain Forest writing more interesting. Many resources were available to support pupils' writing. Some pupils were restructuring their sentences, using adverbs as openers. Others were working in groups to compose sentences. Pupils were well motivated and enthusiastic.
- The teaching of reading is improving. Provision for the teaching of phonics has improved, with better opportunities for pupils to catch up. Consequently, pupils now read more confidently.

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

### **requires improvement**

- Behaviour and safety are not yet good because some pupils are unhappy about the behaviour of a group of boys, mainly in Years 5 and 6, whose behaviour makes them feel threatened and uncomfortable. The school is working to address these issues.
- Other instances of bullying are rare. Pupils recognise that bullying may take many forms, but are confident that these will be addressed by adults.
- Most pupils behave well. This is particularly evident in the lunch-hall, where the atmosphere is impressively calm. Pupils' attitudes to learning are improving. They demonstrate a particular love of learning in Years 1 and 2. As teachers set higher expectations, these positive attitudes are driving better progress.
- There have been a few recent exclusions. However, the school's effective behaviour management systems ensure a consistent response to any issues. Internal exclusions are proving effective in improving pupils' behaviour. Few parents and carers who gave their views indicated significant concerns about behaviour.
- Pupils eagerly undertake responsibilities, so contributing to the school community.
- The school makes satisfactory provision to ensure that pupils are safe. Procedures relating to school security have been strengthened recently. Consequently, pupils mostly feel safe, certain that adults will resolve any difficulties.
- Pupils have a good appreciation of a range of risks. Year 6 pupils understand how to keep themselves safe in various circumstances, such as when using social media, and are thus well prepared for secondary school.
- Pupils who arrive early at school benefit from good provision in the well-managed breakfast club.
- Attendance is broadly average. Most pupils arrive punctually.

### **The leadership and management**

### **requires improvement**

- Following a period of disrupted leadership, the senior leadership team has implemented changes to address identified weaknesses. Systems and procedures have been significantly strengthened. Planning for learning is now more effective, the learning environment is more stimulating and there is a shared vision for more rapid pupil progress. Nonetheless, it is still early to evaluate the full impact of these initiatives. Leadership and management require improvement because they have not yet secured good enough teaching to enable all pupils to make good progress.
- Despite significant improvements, the leadership roles of middle managers and subject leaders are still developing. Additional training is planned to address any shortcomings.
- Most teaching time is given, currently, to literacy and numeracy. Consequently, written evidence of other subjects and opportunities for extended writing are limited. There have been few recent

outings or activities to enrich the curriculum.

- Planning for the use of the primary sports funding is incomplete. The school does not yet have a fully considered plan to improve the quality of sports coaching or to extend pupils' opportunities.
- The monitoring and evaluation of teaching and learning are rigorous. Senior leaders look closely at a range of evidence in judging the impact of teaching. Opportunities for training and development have increased.
- School leaders track pupils' progress using a new tracking system and identify the gaps in knowledge and understanding. New strategies to help pupils to catch up are having an impact.
- The school's view of itself is realistic and accurate. Senior leaders' evaluation of teaching during the inspection was accurate.
- Improved performance management systems have established a closer link between teachers' performance, pupils' progress and salary progression, so ensuring that only effective teachers qualify for higher pay.
- School leaders currently monitor the impact of pupil premium funding closely to ensure that it has maximum impact on learning. Current provision is ensuring mostly good gains in learning for eligible pupils.
- Provision to promote pupils' social and moral development is good. Support for cultural development is more limited. Partnerships with other schools are being implemented to promote school improvement. Links with parents and carers are improving.
- Support from the Kemnal Academies Trust has been inadequate. A recent review confirmed that the trust had failed to recognise or to tackle key weaknesses. As a result, the school's position had deteriorated. Resources and expertise to support the school have been limited. However, there is evidence of some improvement with the appointment of the new headteacher, additional regional staff and the establishment of links with other trust schools.

#### ■ The governance of the school:

- There has been insufficient clarity in the relationship between the local governing body and the school, resulting in poor communication on some important issues. The number of governors has been reduced and parents and carers are not currently represented. Governors have relied upon information provided by trust staff which has not proved to be entirely accurate. Training for governors has not been well focused and governor support is limited. No cycle has been defined for the discharge of governors' roles and responsibilities. The local governing body has strengths and skills which have not been effectively utilised. However, with reduced manpower, its capacity has been negatively affected and its dependence upon the trust increased. Governors understand information well. They compare the school's performance with national standards and recognise that substantial improvement is needed. They are able, when given the opportunity, to challenge school leaders in relation to pupils' performance. Governors are committed to ensuring equality of opportunity, tackling discrimination and promoting good relationships. They understand the quality of teaching through regular visits to classrooms and frequent discussion with the new headteacher. They ensure that pay and promotion are closely linked to teachers' effectiveness. Governors contribute to decisions about the use of pupil premium funding to close gaps in pupils' achievement and they ensure, along with senior leaders, that safeguarding arrangements meet requirements. Most other statutory duties are met, although the school does not yet have a robust plan for the deployment of sports development funding.

## 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> | 138049      |
| <b>Local authority</b>         | West Sussex |
| <b>Inspection number</b>       | 399917      |

This inspection of the school was carried out under section 5 of the Education Act 2005.

|  |                                 |
|--|---------------------------------|
| <b>Type of school</b>                      | Primary                         |
| <b>School category</b>                     | Academy sponsor-led             |
| <b>Age range of pupils</b>                 | 3–11                            |
| <b>Gender of pupils</b>                    | Mixed                           |
| <b>Number of pupils on the school roll</b> | 189                             |
| <b>Appropriate authority</b>               | The governing body              |
| <b>Chair</b>                               | Andrew Smith                    |
| <b>Headteacher</b>                         | Paul Turney                     |
| <b>Date of previous school inspection</b>  | Not previously inspected        |
| <b>Telephone number</b>                    | 01243 773339                    |
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