

# Portfield Primary Academy

St James Road, Chichester, West Sussex, PO19 7HA

**Inspection dates** 18–19 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	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		Good	2
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

- Some pupils do not make enough progress, especially in writing and, as a result, pupils' results in writing at the end of Key Stage 2 are too low.
- Teaching is not consistently good. Teachers do not always have sufficiently high expectations of what pupils can achieve, especially in writing.
- Teachers do not always give pupils enough challenge, or make sure that pupils know how to improve their work.
- The school development plan is not precise enough about what improvements are needed, or when these improvements are expected to be in place. This limits the urgency of the plan.
- Governors are not challenging enough and when they do ask questions they do not check that action is taken. This limits the impact that they have on school improvement.

### The school has the following strengths

- Pupils' results in mathematics at the end of Key Stage 2 are higher than those found in most other schools.
- Children in the Early Years Foundation Stage and pupils supported by the school's speech and language support unit make good progress.
- The executive and acting headteachers have taken action to improve the school. Teaching and pupils' achievements are improving as a result.
- Teachers are given effective support, direction and training by school leaders.
- Staff are strongly committed to the well-being and education of their pupils. They ensure that pupils are settled, safe and ready to learn. Pupils behave well, enjoy learning and are proud of their achievements.

## Information about this inspection

- The inspectors saw teaching in all classes. Teaching was also observed in the school’s speech and language support unit.
- The inspectors observed one assembly, 12 lessons and pupils’ behaviour in the playground and at lunchtime. Six lessons were observed jointly with the acting headteacher or the leader of the speech and language support unit.
- Discussions were held with pupils, two members of the governing body, the headteacher and other members of staff. Inspectors also talked to a representative of the Kemnal Academies Trust.
- The inspectors observed many aspects of the school’s work, including support for pupils who need extra help. They heard pupils read and examined pupils’ work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils will learn in each subject, plans for the school’s future development, the school’s use of sports premium and pupil premium funding. They also examined the school’s arrangements for keeping pupils safe, pupils’ attendance records, minutes of governing body meetings, records of how pupils’ learning is checked and tracked, and records of how the quality of teaching is checked.
- Inspectors took account of the views of parents and carers by considering 17 responses to the online Parent View survey, and through discussions with several parents.
- Inspectors took staff views into consideration by looking at questionnaires completed by 25 staff members and through discussions with several members of staff.

## Inspection team

Steven Popper, Lead inspector

Additional Inspector

Carol Vant

Additional Inspector

Andrew Lyons

Additional Inspector

## Full report

### Information about this school

- Portfield Primary Academy converted to become an academy school on 1 September 2012. When its predecessor school, Portfield Community Primary School, was last inspected by Ofsted, it was judged to be satisfactory overall. The school is supported by the Kemnal Academies Trust.
- The school is a smaller-than-average-sized primary school. It includes specially resourced provision in the form of a speech and language support unit, which has 16 pupils aged between four and 11 currently on roll.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The proportion of pupils supported by the pupil premium is much higher than that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is much higher than in most other schools. The proportions of pupils supported through school action plus and those with statements of special educational needs are also much higher than average. Some pupils have speech, language and communication needs, whilst others have behavioural, emotional and social difficulties or other needs.
- Most pupils are of White British heritage.
- The school's existing deputy headteacher became the acting headteacher in April 2014. The executive headteacher was appointed at the same time. Four teachers have been appointed to the school since September 2013.

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

- Ensure that all teaching is good or better by:
  - making certain that all teachers have consistently high expectations of what pupils can achieve, especially in writing
  - making certain that pupils can regularly make amendments and improvements to their work following feedback from teachers and other adults.
- Improve pupils' progress and results, especially in writing, by consistently giving pupils enough challenge to enable them to achieve well.
- Improve the effectiveness of leadership and management by:
  - ensuring that the school development plan precisely identifies what improvements are needed, and when these improvements are expected to be in place
  - ensuring that challenges offered by governors are clearly recorded and any follow up action is checked and the impact evaluated.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because some pupils do not make enough progress or achieve high enough results, especially in writing.
- Children enter the Early Years Foundation Stage with skills well below those typical for their age. They make good progress and are well prepared for learning in Key Stage 1.
- The school's results of national screening in phonics (linking letters to the sounds they make) have been much lower than in most other schools. However, improved teaching of phonics means that many more pupils are on track to reach expected standards this year.
- Pupils' results in all subjects at the end of Key Stage 1 are lower than average. Pupils' results at the end of Key Stage 2 are too low in writing, but higher than in most other schools in mathematics. This is because teachers' expectations of what pupils can achieve are not consistently high across all subjects. Detailed information presented by the school provided firm evidence to show that all groups of pupils are likely to achieve higher results this year because teaching has improved.
- Too few of the most able pupils achieved high results at the end of Key Stage 1, or in writing at the end of Key Stage 2. This is because not all teachers give pupils enough challenge to enable them to achieve well.
- The gap between pupils eligible for additional funding and other pupils is being narrowed successfully by the school. The gap in attainment in 2013 was about three terms in English and two and a half terms in mathematics at the end of Key Stage 2. This year there is a gap in attainment of about half a term in mathematics and no gap in English.
- Pupils make faster progress in some parts of the school than others. This is because of an inconsistent quality of teaching across the school. However, improved teaching has led to better progress this year.
- The progress of most disabled pupils and those with special educational needs, particularly those supported by the school's speech and language support unit, is good. This is because teachers and teaching assistants are effective in meeting their needs.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement as it is not consistently good enough across the school, or over time, to ensure that all pupils make fast enough progress or achieve high enough results, especially in writing.
- Some teachers demonstrate high expectations of what pupils can achieve, but this is not always the case. As a consequence, pupils' achievement in different subjects and in different classes is variable.
- Teachers do not always give pupils, including the most able, enough challenge nor do all teachers provide clear enough advice for pupils about how to improve their work. They do not always make sure that pupils follow up this advice by applying it and showing that they have understood. As a result, some pupils do not make as much progress as they could.
- However, there is more good teaching in the school now than in the previous year. Teaching is improving securely because of senior leaders' high expectations and effective support. Teachers are increasing the level of challenge they offer to pupils and pupils are achieving better as a result.
- Teaching in the Early Years Foundation Stage and the school's speech and language support unit is effective. Children and pupils supported in these areas of the school learn well and make good progress as a result.
- Teachers and teaching assistants are strongly committed to the well-being and education of their pupils. They ensure that pupils are settled and ready to learn, and treat their pupils with high levels of respect.

- Teaching assistants are used effectively to support pupils with particular needs. They have contributed to this year's improvements to pupils' progress.

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

- The behaviour of pupils is good.
- Pupils enjoy learning and are proud of their achievements. Their constructive attitudes to learning have contributed to their improved progress this year.
- However, pupils' positive attitudes to learning have not yet enabled enough pupils to make sufficient progress. Pupils do not always take enough care over the presentation of their work. These are the reasons why behaviour is not outstanding.
- Pupils find their activities increasingly purposeful and useful. As a result, they concentrate on their work and low level disruption is uncommon.
- Pupils are friendly towards one another and behave well in the playground and during lunchtime. They travel around the school politely. They show respect to adults and to each other.
- The executive and acting headteachers have recently streamlined the school's management of behaviour. As a result, pupils and staff know the high standards of behaviour that are expected, and what will happen if these standards are not met.
- School records over time show very few incidents of poor behaviour and no incidents of bullying. Records also show that the school has successfully improved particular pupils' behaviour. Staff have effectively dealt with any poor behaviour that has occurred.
- The school's work to keep pupils safe and secure is good. Pupils are taught how to keep safe and avoid risk, including when online, when using the road, and during school trips. Pupils are also helped to understand bullying and how and why to avoid it.
- Pupils who talked to the inspectors said they felt safe in the school and that staff looked after them well. One pupil stated, 'Teachers all really, really care about us.'
- Attendance has improved since the academy opened, and is now in line with national figures. Fewer pupils are often absent than in the previous year. This is because of the school's clear attendance policy and effective work with parents and families. Attendance has also improved because pupils enjoy their time at school.
- A very large majority of parents who gave an opinion thought that the school managed pupils' behaviour well. An overwhelming majority of parents thought that their children were safe, happy and well looked after in the school.

### **The leadership and management** requires improvement

- Leadership and management require improvement because school leaders and governors have not yet ensured that all pupils make fast enough progress, particularly in writing, or that teaching is consistently good.
- The executive and acting headteachers have high expectations of teachers and pupils. They have swiftly taken action and the school is improving as a result.
- The school's evaluation of its strengths and weaknesses is accurate and reliable. It identifies the school's key priorities well, and demonstrates senior leaders' ambition for the school.
- The school development plan contains well-judged actions designed to bring about improvements. However, the plan does not precisely identify what specific improvements are needed, or when these improvements are expected to be in place. This limits the urgency of the plan.
- The executive and acting headteachers monitor the quality of teaching in the school regularly and accurately. They ensure that teachers are given effective support, direction and training. Teaching and progress are improving securely as a result.
- Middle and subject leaders have contributed to the improvements being made in the school. They have introduced more effective approaches to teaching, particularly in phonics, and are

active in developing other staff's skills and knowledge in their subjects.

- Pupils learn a wide range of subjects and engage in interesting topics, such as 'What am I?' They learn to care for the environment. The school makes good provision for pupils' spiritual, moral, social and cultural development. For example, the school has used work about D-Day to develop pupils' moral understanding about sacrifice. The school also involves pupils in a 'Going Global' project and teaches pupils about different religions, notably Islam. These are examples of the work the school does to promote equal opportunities effectively and work against discrimination.
- The school works effectively with parents and families. For example, school leaders have ensured that parents understand their revised approach to behaviour management. Attendance has improved as a result of the school's good relationships with parents.
- Additional funding is spent effectively on a range of measures. As a result, the gap between pupils eligible for additional funding and other pupils is being narrowed successfully by the school. Funding has also been spent on provision such as the school's breakfast club, which has helped improve attendance.
- Other additional funding is spent on developing the school's teaching of physical education, increasing teachers' sports skills and confidence, and promoting fitness and healthy eating. These measures have raised the quality of pupils' engagement in sports, including competitive sports.
- The school's safeguarding arrangements meet statutory requirements.
- The Kemnal Academies Trust was rather slow to provide the support and challenge the school needed when it first became an academy, however, more recently the trust has given the school strong support and understands it well. It has helped the executive and acting headteachers raise expectations in the school and improve the quality of teaching.
- **The governance of the school:**
  - Governors, especially the Chair and Vice-Chair, understand data about pupils' achievement and how well the school is doing compared with others. They have a clear sense of where the school needs to improve. Governors have a good understanding as to how leaders monitor pupils' progress and the quality of teaching. They check that teachers who perform well are properly rewarded, and that support put in place is effective. They monitor the school's finances, including its use of additional funding, and ensure that these are spent well. Governors challenge school leaders about key issues, but actions are not always followed up. This limits the impact that governors have on school improvement.

## 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>	138402
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	426375

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 converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	163
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jo King
<b>Headteacher</b>	Yasmin Maskatiya
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01243 783939
<b>Fax number</b>	01243 530683
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