

Tribal  
Kings Orchard  
One Queen Street  
Bristol  
BS2 0HQ

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5359  
**Email:** christina.bannerman@tribalgroup.com

1 October 2014

Mr Paul Turney  
Headteacher  
Tangmere Primary Academy  
Bishop Road  
Tangmere  
Chichester  
PO20 2JB

Dear Mr Turney

### **Requires improvement: monitoring inspection visit to Tangmere Primary Academy**

Following my visit to your school on 1 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders, governors and the sponsor are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that the weak progress made by pupils in Year 6 because of previously ineffective teaching is addressed very quickly through well targeted intervention and effective marking and feedback
- sharpen the way in which academy leaders identify and prioritise areas for action, and make sure that these are included in the improvement plan.

## **Evidence**

During the visit, meetings were held with you and the senior team, members of the Governing Body and the Director of Education for the sponsor, The Kemnal Academies Trust (TKAT), to discuss the action taken since the last inspection. We visited all the classes in the school, and I carried out a work scrutiny on a wide range of pupils' books. The academy improvement plan was reviewed. In addition, I evaluated the school's pupil progress data and checked the single central record of staff vetting checks.

## **Context**

Since the last monitoring inspection, one member of staff has left the school. Two newly qualified teachers have joined the school. A new Chair of Governors has been appointed.

## **Main findings**

Very disappointing Year 6 test results in the summer bore witness to previously poor teaching and inaccurate assessment for this year group. However, you and the senior team have worked quickly with TKAT to establish much more secure ways of judging how well pupils are achieving. Although some external moderation of assessment has taken place, teachers are not yet regularly visiting other schools to check their accuracy. This would be useful. Teachers now use standard tests to support their ongoing assessment. You and the TKAT sponsor are now confident that teachers know much better where pupils are and how they need to improve.

Your analysis of pupils' progress throughout the school indicates that pupils currently in Year 6 are not making as much rapid progress as they should to achieve as well as their peers nationally. You have started to tackle this issue but it is too early to see positive impact yet.

Your focus on marking and feedback is beginning to show some encouraging impact. Teachers in Year 3 and Year 5 are offering good challenge to pupils so that they make accelerated progress in their books. Nevertheless, this remains a work in progress. In Year 6 for example, pupils' work is marked with little other than congratulatory comment. Several pupils had commented in their books that work was 'too easy', which is a concern.

Other work on improving teaching and planning is also bearing fruit. Our visits to classrooms revealed pupils' increasingly positive engagement with their learning, and better behaviour. This is as a result of well-targeted tasks given to different groups. Teachers are more confident in the teaching of mathematics, and more pupils are now being well-challenged in the tasks they are required to do.

The new structure of the leadership team has provided more time for you all to monitor improvements across the school and to respond accordingly. This approach is useful, but does not yet feed into the improvement plan in a systematic enough way. This means that staff and governors are not yet quite clear about the key priorities driving the school's work this year, and the part they need to play in these.

The new Chair of the Governor Body has provided a refreshing and dynamic approach. Parent governors already feel more confident in their roles and the Headteacher feels better supported and challenged. Useful training from the National Governors' Association has begun to develop the skills of this team further; an imminent restructure has the potential to provide more clarity about their work.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the academy until its next section 5 inspection.

### **External support**

The academy now has a new TKAT Director of Education who is providing regular support and monitoring. Weekly visits to the academy provide good knowledge of teaching and learning, and work with the senior team on their improved tracking system has been useful. Nevertheless, the analysis of the school improvement plan and the way in which it identifies key priorities has been neither sharp enough nor well enough linked to the academy's self-evaluation.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for West Sussex and the Academies Advisors Unit at the Department for Education.

Yours sincerely

Catherine Anwar  
**Her Majesty's Inspector**