

Central CofE Junior School

Orchard Street, Chichester, West Sussex, PO19 1DQ

Inspection dates

25–26 February 2015

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|--------------------------------|----------------------|----------------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Inadequate | 4 |
| Leadership and management | | Inadequate | 4 |
| Behaviour and safety of pupils | | Requires improvement | 3 |
| Quality of teaching | | Inadequate | 4 |
| Achievement of pupils | | Inadequate | 4 |

Summary of key findings for parents and pupils

This is a school that requires special measures.

- The headteacher has not ensured that the key issues raised at the previous inspection have been tackled successfully. Progress has declined and teachers' feedback to pupils does little to help them improve.
- Teaching is inadequate. Too much teaching does not focus clearly on the skills pupils need to learn.
- Teachers' marking does not pinpoint well enough how pupils could improve their work. This means that for many pupils simple errors persist for too long, particularly in writing and mathematics.
- Achievement is inadequate. Too often pupils make slow progress and this means not enough pupils reach the higher standards.
- The progress of disadvantaged pupils has been too slow in the past. The gap between these pupils and others in the school has improved very little. Additional funding has not been used effectively.
- Disabled pupils, those with special educational needs, and the most able pupils do not make enough progress to reach the standards they should.
- Pupils' behaviour requires improvement because pupils are not determined enough to improve their work. They acknowledge that there are times when they do not get along as well as they could, or say things which are unkind when adults are not there.
- Safety requires improvement because pupils rely too much on the adults around them to sort out any disagreements. While pupils know what to do if they are concerned, some procedures are unclear.
- The headteacher has not ensured teachers are clear about what needs to improve. New strategies that have been introduced have not been followed up to check they are implemented consistently.
- Many middle leaders are new to their roles. They have not had the time or support to bring about the necessary improvements in the areas they manage.
- Governors have not held the headteacher to account for bringing about improvements quickly enough. Some policies and procedures are not up to date with recent requirements and practice.
- Too many systems, including performance management, the use of assessment and the approach to planning lessons, are not well focused on improving pupils' learning.

The school has the following strengths

- Outside of lessons, the support for disabled pupils and those with special educational needs is well structured and helps them become more confident learners, particularly in their reading and writing.
- Most pupils are keen to do the work they are asked to do. Pupils find the topics they study interesting.
- Some teachers ensure that learning in their lessons proceeds at a good pace, and that all groups of pupils get on with appropriate work quickly.
- Around the school, pupils are polite and courteous. Most of the time they get along with one another well.

Information about this inspection

- The inspectors visited 25 lessons to observe learning, look at the work pupils were doing and talked to pupils about their learning. Approximately a third of these observations were done together with senior leaders from the school. Inspectors looked at the work pupils have done in their books and spoke to pupils about their homework.
- Inspectors reviewed a range of documents provided by the school, including: records of senior leaders’ checks on the quality of teaching; teachers’ records about the attainment and progress of pupils; the headteacher’s reports to governors; policies and procedures; and the school’s checks on its own performance and plans to tackle key issues.
- The inspectors held meetings with groups of teachers, pupils and leaders across the school. The lead inspector met with members of the governing body and with a representative from the local authority.
- Inspectors considered the 81 responses to the online survey for Ofsted, Parent View, and spoke to a sample of parents informally before the school day to establish their views. Correspondence sent to the inspection team was also reviewed. Inspectors took account of the views of staff through the 35 questionnaires returned in a separate survey for those working at the school.

Inspection team

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|---------------------------------|----------------------|
| Andrew Saunders, Lead inspector | Additional Inspector |
| Stuart Mansell | Additional Inspector |
| Alison O'Neill | Additional Inspector |

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This school is of average size, with three classes in each year group. Most pupils join the school from two local infant schools, with a few pupils coming from further afield.
- Most pupils are White British. Other pupils come from a wide range of ethnicities. Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs is average.
- The proportion of disadvantaged pupils supported by the pupil premium is average. The pupil premium is additional government funding to support disadvantaged students who are eligible for free school meals or are looked after.
- There has been a number of changes in staffing over the past two years. However, the leadership team has remained consistent. At the time of the inspection there were four teachers who are at the early stages of their careers or in their first year of teaching.
- The school works closely with student teachers from Chichester College, particularly to develop students' coaching skills, and to develop the skills of teachers in coaching a variety of games and sports.
- In 2014 the school met the floor standards. These are the minimum expectations for the attainment and progress of pupils at the end of Key Stage 2 which are set by the government.

What does the school need to do to improve further?

- Make sure teaching is good and provides pupils with opportunities to learn more quickly, by ensuring:
 - teachers check on pupils' understanding as it develops and adapt their explanations and pupils' tasks appropriately
 - teachers' planning focuses clearly on the skills that pupils need to learn
 - pupils benefit from regular opportunities to read and enjoy a wide range of interesting books
 - all teachers understand how best to promote the learning of the most able pupils and those with special educational needs.
- Increase the rate and consistency of the progress pupils make across the school, particularly in mathematics and writing, by:
 - improving teachers' understanding of what skills and knowledge pupils should be confident with at each stage of their learning
 - making sure teachers expect more of pupils of all abilities in all lessons
 - ensuring teachers give pupils more precise feedback about what pupils need to do to improve, and ensure pupils make these improvements quickly
 - supporting disadvantaged pupils more effectively, including in lessons, so that their progress accelerates.
- Improve pupils' attitudes towards their learning by:
 - involving pupils in setting appropriate targets and checking their progress towards them
 - making sure pupils develop their determination to tackle challenging tasks, without giving up too quickly
 - ensuring pupils understand how they can resolve minor issues and conflicts themselves before they escalate.
- Improve the effectiveness of leadership and management across the school, by:
 - involving leaders at all levels in checking the quality of teaching and give teachers more helpful feedback about what needs to improve
 - making sure that middle leaders have the skills and confidence to check that teachers are making the changes that need to happen, and that improvements are sustained over time
 - ensuring that policies are kept up to date and reflect current requirements

- reviewing the way the pupil premium funding is used, in order to accelerate rapidly the progress eligible pupils make.
- Increase the effectiveness of governors in holding the school to account for bringing about improvements, by:
 - Rigorously following-up issues that are identified more rigorously
 - establishing more robust systems for keeping a close check that policies and procedures are up to date and reflect recent changes in legislation or best practice
 - setting higher expectations for the quality of leadership in the school and the impact leaders have on improving the quality of teaching.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- Since the previous inspection, too little has been done to bring about and sustain necessary improvements. Teaching is inadequate and leaders have taken too long to improve pupils' progress. Leaders, including middle leaders and governors, have not ensured these issues have been tackled effectively.
- While some inadequate teaching has been tackled, there remains too much teaching that does not expect enough of pupils. When senior leaders carry out checks on the quality of teaching, the headteacher has not ensured that the issues identified are clearly communicated to teachers, or that these are followed up quickly to ensure improvements take place. Leaders have not held teachers to account rigorously enough for the progress of pupils in their class.
- The middle leaders are developing their skills, particularly through the support of the local authority. However, most of them are new to their roles and they have not had sufficient time to carry out checks on the quality of work or of teaching within their areas of responsibility. Consequently, some improvements which have been introduced, such as the approach to marking pupils' work, are not implemented consistently by all teachers.
- The headteacher has not ensured that the pupil premium funding is used effectively. This additional funding has been used to provide additional adult support for those pupils who are eligible, but has also been used to help all pupils and to provide technology resources. The headteacher and governors have not been determined enough in keeping track of how well these strategies improve the progress of those it is intended for. Consequently, the impact on eligible pupils has been negligible.
- Leaders make sure that there are policies and procedures to guide the work of the school, and to keep pupils safe. However, some of these policies and procedures have not been updated in the light of new legislation or changes to the way issues are tackled within the school, including the way pupils report concerns.
- The school's ethos and values mean pupils from different backgrounds are equally valued. However, the school's efforts to promote equality are hampered by the ineffectiveness of efforts to address the differences in their achievement. The school works hard to promote tolerance and eliminate discrimination.
- The curriculum gives pupils a wide range of experiences and opportunities to develop their skills and knowledge. Pupils say that the topics around which teachers plan their work are interesting. However, the standard of work is not always as high in other subjects as it is in English, mathematics and science. For example, teachers do not always expect pupils' writing to be of the same quality in other subjects as they do in literacy lessons.
- Pupils like the choice of activities they are expected to do for homework. However, this work also does not reflect the standard of work they are capable of in literacy or mathematics. The school has begun to use the new National Curriculum to plan work for pupils, but is at an early stage of developing ways of assessing the progress they make.
- Opportunities to discuss, debate and vote help pupils to develop their understanding of modern Britain. They particularly like 'innovation week' which allows them to share ideas and expertise in a range of areas. The curriculum helps to ensure that the spiritual, moral, social and cultural development of pupils is given a high priority.
- The majority of parents are positive about how the school is led and managed. However, some have concerns, for example about how effectively bullying is tackled.
- The additional funding to promote physical education and sports has been used to provide expert coaching, particularly in physical education. Prior to this academic year, teachers had the opportunity to observe such lessons, which helped to improve their skills in delivering high quality physical education. Changes to the way this part of the curriculum is organised mean that this is no longer the case, and the use of the funding is less effective than previously.
- The local authority has been increasing the level of support it provides for the school as issues have become more evident over the past 18 months. This support has begun to bring about improvements in the teaching of mathematics, for example, but this is very recent.
- The school should not appoint newly qualified teachers.
- **The governance of the school:**
 - Governors understand the issues that the school needs to tackle, but they have been too slow to hold the headteacher to account for bringing about more rapid improvement. Governors are aware that some teaching has been weak, but have too readily accepted an optimistic view about improvements.

They have not checked for themselves that the school's actions are raising the quality of learning and increasing the pace of progress. Their expectations of leaders have not been high enough.

- While governors are clear that their decisions about additional pay awards must be informed by the quality of teaching and how effectively pupils learn, they have not used this information well to promote the best practice and tackle underperformance.
- Governors keep track of how funding is used, and ask questions to check that any decisions about spending represent good value for money. However, they have not ensured that pupil premium funding benefits the pupils who are eligible for it. They ensure that appropriate checks are in place for staff working with pupils, and that staff understand their responsibilities in keeping pupils safe. However, they do not always review policies and procedures in light of changes to legislation.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement because pupils do not take enough responsibility for making the improvements in their work that teachers have identified. Pupils are not always clear what skills or knowledge they should be trying to develop, or how well they have made progress towards the targets set by the teachers. Pupils say that they could be challenged more.
- Most pupils are keen to do the tasks that teachers have prepared for them, and willingly get on with their work. However, when the tasks do not challenge them, or when teachers' explanations about what pupils need to do are unclear, some pupils lose focus.
- When work challenges them a lot, some pupils give up too quickly and wait for help from the adults around them. They do not expect to find solutions for themselves, or to think hard about how they can solve a problem before they get help.
- Around the school and during their free time, pupils are polite and courteous, particularly to adults. However, there are occasions when pupils fall out with one another, sometimes quite seriously. Pupils say that adults do help them sort this out quickly, but pupils rely on this and are less confident about how they can resolve conflicts for themselves before they escalate.

Safety

- The school's work to keep pupils safe and secure requires improvement. Pupils acknowledge that there are occasions when they fall out, or when bullying occurs.
- Pupils say that when bullying does occur occasionally, or when pupils say unkind things, it will be dealt with by adults as soon as they know about it. Pupils understand the different types of bullying, and know how they can help to make sure it is tackled. However, younger pupils were not as confident about how to raise their concerns.
- Pupils understand how to keep themselves safe because the school ensures they are trained in road safety, the dangers of misuse of substances, and how to use the internet safely.
- Pupils explained that they feel safe around the school because there is always an adult they can talk to if they are worried; although they did not feel that all the systems work well. A few parents expressed uncertainty about how the school addresses issues such as bullying.

The quality of teaching

is inadequate

- Teachers do not expect enough of pupils, in terms of the level pupils should be working at, the quality of work they produce, and how much work they will complete in a given time. Too few teachers check carefully enough how well pupils understand what they are learning, in order to tackle misunderstandings or adapt the tasks pupils are doing. This means pupils waste time doing work which is too easy, or waiting for an adult when they get stuck.
- Teachers across each year group plan together, identifying resources to use and deciding on the tasks pupils will do. However, this planning is often focused on the content the teacher needs to deliver rather than the skills and knowledge the pupils need to learn. Consequently, pupils are not always given work which moves them on to the next skills they need to develop.
- Too often, teachers and teaching assistants give pupils the answers or step in too quickly to help them before the pupils have had a chance to grapple with their learning. Pupils have come to rely on this, and too readily give up when faced with work which is more difficult. For example, teachers often correct lots of spellings and punctuation in a piece of work, without any expectation that the pupil will do so themselves or that pupils should correct their own mistakes.

- Teachers set targets for pupils to clarify what skills they should be working on. However, pupils have little understanding of how their targets might improve their work in other subjects, particularly in writing. These targets are not updated at timely intervals in some classes, so that they are of very limited benefit.
- While reading skills are usually taught well, the school does not provide pupils with sufficiently challenging material. Pupils say that the books they can borrow from the library are not always interesting, and they say they do not get enough opportunities to use these resources. This means pupils are not always well-motivated to read more widely, particularly the boys.
- The school has introduced an agreed approach to improving the marking of pupils' work. However, although most of the comments teachers make about pupils' work are encouraging, many do not tell pupils exactly what they need to do to improve. Where teachers do make occasional suggestions, pupils do not typically respond and make appropriate changes. Consequently, common errors persist for too long. In mathematics, there are even fewer comments about how to improve and this limits pupils' progress.
- Disadvantaged pupils receive extra support because the school has made sure there are additional adults available. However, these pupils have not made as much progress as they need to because this support is not effective, particularly where adults' expectations are too low. While the purchase of new resources has helped all pupils to enjoy their learning and develop computing skills, this has not particularly accelerated the progress of disadvantaged pupils.
- The most able pupils are usually given work to do which is more difficult than the work other pupils are doing. Where teaching is most effective, they are encouraged to get on with this work quickly so that they have plenty of time to tackle the challenging tasks prepared for them. However, this is not typical and too often the most able pupils are expected to complete work which is too easy for them before moving on to more challenging work.
- When disabled pupils and those with special educational needs are supported by specific adults and carefully chosen approaches outside of lessons, they learn well and their progress accelerates. This does not always continue when they are in their usual lessons, because the quality of teaching is not strong enough to reinforce the skills and knowledge they have been developing elsewhere. Teachers and teaching assistants are not always well-informed or confident about how to support these pupils.

The achievement of pupils

is inadequate

- Standards have been variable. In 2013, standards declined and were below average, particularly in mathematics and English grammar, punctuation and spelling. Although standards improved in 2014, to be around the national average in reading and writing, they remained below average in mathematics and in English grammar, punctuation and spelling. From their different starting points, records show that most groups of pupils made inadequate progress, particularly in mathematics.
- Observations of lessons and the work in pupils' books confirm that progress across the school is inconsistent, and is inadequate over time, particularly in writing and mathematics. Weaknesses in pupils' confidence with spelling, punctuation and grammar constrain their progress in writing. Teachers do not expect enough of pupils when they are writing or using their mathematics skills in other subjects.
- The gap between disadvantaged pupils and other pupils in the school has increased considerably over the past three years. In 2014, disadvantaged pupils in Year 6 were about a year behind other pupils in the school, in reading, writing and mathematics. They were also about a year behind other pupils nationally, and slightly more in mathematics. The most recent data show that the gap has reduced very slightly, but pupils' progress remains too slow to help these pupils catch up with other pupils in the school more quickly.
- The most able pupils are given opportunities to do more difficult work, but this is not consistent enough for them to make the extra progress they need in order to reach the higher standards, particularly in mathematics.
- Disabled pupils and those with special educational needs make better progress while they receive specific, well-targeted support outside of lessons. However, their progress in lessons is inadequate because they are often given too much help which does not allow them to use and develop the skills they have been focusing on. Like other pupils, they rely too readily on this and give up when learning is difficult.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 126023 |
| Local authority | West Sussex |
| Inspection number | 449776 |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 337 |
| Appropriate authority | The governing body |
| Chair | Sarah Quail |
| Headteacher | Andrew Goff |
| Date of previous school inspection | 25–26 November 2009 |
| Telephone number | 01243 783709 |
| Fax number | 01243 530643 |
| Email address | office@centralschool-chichester.org.uk |

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