

# Bosham Primary School

Walton Lane, Bosham, Chichester, PO18 8QF

**Inspection dates** 7–8 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## This is a good school.

- The headteacher provides strong, purposeful and caring leadership. This has brought about effective provision, strong supportive relationships and a stimulating and safe place to work for pupils.
- Senior leaders, middle leaders and governors have all been involved in securing good achievement, effective teaching and a continuing drive for improvement.
- Pupils achieve well in reading, writing and mathematics across the school. They achieve exceptionally well in reading at Key Stage 2.
- Teaching is good. Teachers plan and organise lessons well so that pupils are keen and motivated to learn.
- Teaching assistants provide effective support to pupils.
- Effective feedback helps pupils to improve their work and be clear about what they need to do to improve further.
- Good, caring provision in the early years ensures children achieve well and sometimes very well.
- The school provides a wide range of exciting and relevant learning experiences for pupils.
- Thorough tracking of pupils' progress ensures that any pupils falling behind are identified and given the support they need to help them catch up.
- Strong relationships, pupils' good behaviour and positive attitudes to learning support their achievement well.

## It is not yet an outstanding school because:

- Some middle leaders new to their roles are not fully effective and this means that they do not yet provide sufficient challenge or support to their colleagues.
- On a few occasions, there are not high enough levels of supervision when pupils are using the community spaces.
- Teachers do not always question pupils in a way that develops their knowledge or helps to sort out any misunderstandings.
- Teachers do not consistently make sure work in lessons is set at the right level, particularly for the most able pupils.
- There are too few opportunities for all pupils to write at length.

## Information about this inspection

- The inspectors observed pupils' learning in 31 lessons or part lessons, of which two were jointly observed with the headteacher.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and six other governors, the headteacher and other senior staff and a representative of the local authority.
- The inspectors took account of the 61 responses to the online Parent View survey. They also spoke to several parents and carers when they brought their children to school. The inspectors considered responses to the 12 staff questionnaires.
- The inspectors looked closely at the use of the community spaces, particularly levels of supervision.
- The inspectors observed the school's work and looked at a number of documents including: the school's own information on pupils' current progress; planning and checks on the quality of teaching; assessment; the new curriculum; the school's self-evaluation; records relating to behaviour and attendance; the sport premium action plan; and documents relating to safeguarding.
- The inspectors listened to pupils read in Year 2 and Year 6.

## Inspection team

Janet Sinclair, Lead inspector

Additional Inspector

Karen Bye

Additional Inspector

## Full report

### Information about this school

- Bosham is an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium is well below that seen in other schools nationally. The pupil premium is additional government funding for pupils who are looked after or are known to be eligible for free school meals.
- Children attend the Reception class full time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- A new deputy headteacher was very recently appointed.
- The school sometimes uses an outdoor community space.

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

- Improve teaching and learning to outstanding levels by ensuring that :
  - lessons are pitched at the right levels for all pupils, particularly the most able
  - there is greater use of probing questioning to develop pupils' knowledge and understanding and address misconceptions
  - pupils have more opportunities for writing at length
  - middle leaders, particularly those fairly new to their roles, quickly develop their skills in order to support their colleagues fully and raise achievement within their areas of responsibility.
- Ensure that leaders:
  - monitor levels of supervision to check they are high enough when pupils are using the community areas.

## Inspection judgements

### The leadership and management are good

- The headteacher has a very clear vision for the school and high expectations of what pupils can achieve. She has built a good staff team who share her aspirations for the pupils. Good teaching and a positive climate for learning ensure good behaviour and enable pupils to achieve well and sometimes very well. The school has maintained and built on its previously good provision, demonstrating capacity for further improvement.
- Established middle leaders fulfil their roles well. For example, the literacy leader has brought about improvement in phonics (the sounds linked to letters), spelling and grammar and the mathematics leader is ensuring a greater emphasis on investigations. However, several leaders are fairly new to their roles and are not yet fully effective in supporting their colleagues or driving improvement in their areas of responsibility.
- Thorough checks on teaching have brought about good improvements in the quality of teaching and learning. However, there are still inconsistencies in the way some teachers carry out agreed actions that impede the school's drive for excellence.
- Senior leaders set targets for staff linked to their pay. Staff are clear about the expectations for pupils' progress, the quality of their teaching and their professional development. Staff spoken to feel well supported and appreciate the fact that they are given good opportunities to develop professionally.
- The school's view of its effectiveness is accurate. Leaders make sure that they base the school improvement plan on a clear understanding of where the school needs to improve. Key improvement areas are regularly checked by senior staff and governors to ensure they have been fully addressed.
- The school tracks pupils' progress very carefully. Leaders make sure those not doing well enough get the support they need to help them keep pace with other pupils in the school. This helps to ensure equality of opportunity, tackles discrimination and fosters good relationships.
- There are very few pupils supported by the pupil premium. The school ensures it is directed at their needs, most specifically through additional teacher time, to ensure they achieve well.
- The school uses the primary physical education and sport premium well. It has employed a specialist teacher to improve teacher expertise and ensure the development of pupils' skills. In Years 5 and 6, pupil sports ambassadors organise games at playtimes. There is a very wide range of sporting opportunities through clubs such as karate and fencing. There are also sporting competitions for swimming and a 'Sport for Life' club to encourage those less inclined to participate in sport. This provides a strong base through which sport within the school can be successfully maintained.
- The school develops pupils' spiritual, moral, social and cultural awareness very well. Leaders promote core values such as independence and creativity effectively. Pupils are highly respectful of each other and all adults. Relationships at all levels are strong. Events, such as the recent fund-raising fashion show to raise money for people affected by the earthquake in Nepal, build pupils' social development well.
- Pupils learn about British values through their work as school councillors and being 'eco-police'. This teaches them about the importance of rules and working together. They are well prepared for life in modern Britain through their study of British history, religious education and the many visits and visitors that give them an understanding of their heritage.
- The new curriculum provides a range of rich opportunities for pupils' learning. The school caters well for English and mathematics both through subject-specific lessons and across other subjects. Many visits and visitors and after-school clubs enhance their learning well. Pupils spoken to said their learning experiences excite and interest them.
- The vast majority of parents and carers are happy with the school and what it provides. They receive good information through the school's website and workshops, such as the recent one on phonics.
- All safeguarding policies and procedures are securely in place. The school ensures all statutory requirements are met in order to safeguard pupils. However, on occasions, leaders do not ensure their expectations of levels of staff supervision are adhered to when pupils use the community grounds.
- The local authority provides a reduced level of support to the school due to its good level of effectiveness.
- **The governance of the school:**
  - Governance is strong. Governors are fully involved and very supportive of the school. They ensure all their statutory duties are fully met. The headteacher's reports keep them well informed with regard to teaching and pupils' progress. In addition, they regularly come in to school to check teaching and learning for themselves and carefully check the information they receive on pupils' performance. They set targets for the headteacher's performance and know that there is a similar process in place for all staff. They are aware of the sanctions that apply for any underperformance.

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

- The behaviour of pupils is good. Pupils mainly behave well in lessons and around the school. However, occasionally, when lessons do not engage them or they have to wait at lunchtimes or in assemblies, some pupils can become restless or noisy. Pupils know the sanctions that apply if they misbehave.
- Pupils enjoy playtimes, particularly the opportunities to use the trim trail and play football or tennis. They also enjoy the games organised by pupil sports ambassadors. They behave very well at break times.
- Pupils have good and sometimes very good attitudes to their learning. They usually concentrate well in lessons and work well together on shared tasks.
- Pupils are keen to take on responsibilities, for example, as school councillors who help to improve the school, or as eco-police who look after plants and deal with litter.
- Pupils are very kind and caring in their relationships with others. They are courteous and respectful to each other and all adults, reflecting the school's core values.
- Attendance is above average. Pupils enjoy coming to school and attend regularly and punctually.

**Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils feel safe in school and confident of adult support if they are upset or worried. They say that teachers are kind and helpful, and encourage them if they need it.
- Pupils say that there is very little bullying in school. They are clear about what bullying is as they have talks about it in assemblies and the school council has made posters to raise their awareness. Talks by police officers have ensured pupils know about cyber bullying and how to deal with it.
- The school ensures pupils know how to stay safe through, for example, 'bikeability' and safety in swimming lessons. Pupils are fully aware of e-safety and the rules that apply when using computers.
- Disadvantaged pupils and their families are well supported through effective help within school and the use of external agencies, if needed. Parents and carers spoken to were very positive about the support that they and their children had received.
- On occasions, however, levels of supervision for pupils at break and lunch-times in the community space are not high enough.
- Parents and carers are happy that the school keeps their children safe and ensures that they behave well.

**The quality of teaching is good**

- Good teaching over time has ensured pupils learn well and sometimes exceptionally well. Where pupils learn exceptionally well, teachers have high expectations and intervene promptly to take pupils learning on. Teachers plan interesting lessons for pupils that engage them in their learning. For example, pupils spoke positively of their visit to a local pizza restaurant as part of their work on fractions.
- Teaching assistants make a valuable contribution to the learning, particularly of those pupils who are disadvantaged or have special educational needs. They are particularly mindful of children's needs and help them to understand and engage in their learning.
- Teachers mainly give effective feedback, with some examples of excellent practice and good work by staff to ensure pupils act upon their comments. Pupils spoken to said that feedback helps them to improve and gives them opportunities to discuss their mistakes.
- On many occasions, effective questioning develops pupils' ideas and understanding well. Occasionally, however, teachers' questions are not probing enough to ensure pupils develop the knowledge and subject-specific skills they need, or address misconceptions they may have.
- Strong relationships support pupils' learning and involvement well so that most participate fully in lessons.
- Teachers do not always set work at the right level for pupils. It is sometimes too easy for the most able in particular. Some of the most able pupils did not think their work was difficult enough.
- Reading is taught very well. This occurs in literacy lessons, during specific reading tasks and regular opportunities for individual reading to an adult. Pupils learn well and sometimes very well, especially at Key Stage 2.

- There is a good emphasis on writing, particularly short pieces of writing. Spelling, punctuation and grammar have improved across the school. Creativity is promoted well through other subjects. However, there are not always enough opportunities for pupils to write at length, and this limits opportunities for them to write in paragraphs or develop a storyline.
- In mathematics, there is a greater focus on practical problem solving and investigations. Teachers have also focused on shape, space and measure and calculations to ensure that pupils achieve well.
- Phonics teaching has improved, with greater attention to setting work that more specifically meets pupils' differing needs. Consequently, pupils now make more rapid progress.
- Music is taught well through both individual and class teaching. For example, effective teaching of the recorder enables pupils to develop their musicality and provides enjoyment and growing confidence and competence.
- Teachers make good use of a variety of homework tasks to support pupils' learning in school.

### **The achievement of pupils** is good

- Pupils' achievement in reading, writing and mathematics is good. Pupils' achievement in reading is outstanding at Key Stage 2. This is due to effective teaching and strong support for reading at home.
- The attainment of pupils at the end of Year 6 was above average in 2014 and their progress better than that of pupils nationally.
- The attainment of pupils at the end of Year 2 in 2014 was broadly average and their progress required improvement. However, their progress is now accelerating due to more effective teaching and is mainly good across all subjects.
- Across the rest of the school, pupils mainly achieve well and sometimes very well.
- There are very few disadvantaged pupils in the school. The school ensures they get additional teacher support to help meet their needs. They make similar good progress to other pupils in the school. There are very few disadvantaged pupils in Year 6 currently and there were none in 2014.
- Pupils' achievement in the Year 1 phonics screening check in 2014 was similar to that of other pupils nationally. The school has put much in place to improve pupils' skills and is on course to achieve a better result this year.
- The most able pupils, while attaining well at the end of Year 6, are not always fully challenged or extended in class. This can slow their progress.
- The school identifies a broad spectrum of pupils as having disabilities and/or special educational needs. They receive good support that meets their needs well, enabling them to make good progress.
- Achievement in writing and mathematics is good and accelerating due to improved teaching.

### **The early years provision** is good

- Children achieve well and sometimes very well across the areas of learning so that the vast majority achieve a good level of development by the end of the year. They are well prepared for to start Year 1.
- The leadership of the early years is good. The leader is developing her role well. She has built a good staff team who work extremely well together and a positive, relevant place to learn for the children. However, her action plan is not always specific enough to bring about excellent outcomes for pupils.
- Children make good progress because the well-planned provision meets their needs well and provides a safe, welcoming place for them to learn.
- Phonics is taught well through daily sessions that help children to build simple words that they can use in their writing.
- Teachers place a good emphasis on the development of writing skills through giving children many opportunities to write. The excitement of using the 'Writing Shed' spurs children on to write with enjoyment. For example, they loved writing about dinosaurs.
- Excellent relationships support children's learning effectively and ensure they behave very well and respond quickly and sensibly to the demands and routines of classroom life.
- The good teaching effectively encourages and supports children's learning. Staff interact well with the children but do not always question them in a way that challenges them in order to fully develop their knowledge and understanding.

- Teaching assistants make an effective contribution to the children’s learning. For example, in a storytelling session, the teaching assistant’s expressive and engaging style guaranteed the children’s full attention.
- Planning meets the needs of the children well. Regular assessments of children’s learning and opportunities for children to develop at their own pace help all groups to progress well and sometimes very well.
- Children are inquisitive, bright and active learners who enjoy all that is on offer.

## 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>	125819
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	449659

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andy Davey
<b>Headteacher</b>	Debbie Allen
<b>Date of previous school inspection</b>	9–10 June 2010
<b>Telephone number</b>	01243 572375
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