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11 June 2015

Mrs Samantha Kennedy
The Acting Headteacher
Central Church of England Junior School
Orchard Street
Chichester
West Sussex
PO19 1DQ

Dear Mrs Kennedy

Special measures monitoring inspection of Central Church of England Junior School

Following my visit to your school on 11 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in February 2015.

Evidence

During this inspection, meetings were held with you, the Chair of the Governing Body and two other governors, and representatives of the local authority. The local authority's statement of action and the school's improvement action plan were evaluated.

Context

Since the inspection, the headteacher has left the school. The deputy headteacher has taken on the position of acting headteacher. A part-time executive headteacher is providing additional leadership support. The teacher with responsibility for special educational needs and two other teaching staff will leave at the end of the summer term. A new assistant headteacher starts in September. Two additional governors have joined the governing body, one appointed by the local authority and one by the diocese.

The quality of leadership and management at the school

You, the executive headteacher and governors have taken positive action as a result of the inspection in February 2015. As a result, the school is beginning to move forward.

Leaders are rightly keeping parents up to date about what action is being taken. The local authority and governors set up a parents' meeting swiftly after the inspection report was published to explain the school's position, the support it is receiving and plans for improvement. Governors have ensured parents know about the progress the school is making through written updates. Your focus on improving the quality of teaching and use of information about the pupils' progress is appropriate. You are in the early stages of improving teaching to ensure all groups of pupils make the progress they should. Teachers are now receiving personalised support and training to ensure they have the skills they need to improve. You and the executive headteacher are beginning to develop other leaders' roles. You have made sure middle leaders are clearer about their responsibilities and they are beginning to check pupils' work and teachers' planning on a regular basis. Recent local authority support for improving teachers' assessments of pupils' achievement is helping you to be more accurate about how much progress pupils are making in each year group.

The local authority acted promptly to set up the required review of governance, which is now complete. As a result, governors now have a sharper understanding of the role they need to play in driving improvements and holding leaders to account. Governors have rightly identified necessary training and have drafted a suitable action plan in response to the review. Governors do not yet have enough understanding of information about pupils' progress to allow them to check the school's improvement effectively. The review of the school's use of the pupil premium (additional government funding for disadvantaged pupils) is due to take place in the next two weeks.

Leaders have planned appropriate actions to make required improvements at the right rate. Leaders and teachers know what they need to do, and by when. Additionally, governors' roles in evaluating improvements regularly are clear. Leaders have not yet set clear enough targets for pupils' improved achievement, however, particularly in relation to accelerating the progress of disadvantaged pupils. This is currently limiting governors' ability to hold leaders to account effectively.

The local authority's statement of action meets requirements. Training and support align well to the areas the school must improve from the section 5 inspection. A range of partners, including the local teaching school alliance, the executive headteacher and local authority officers, is supporting this work. The local authority is carefully matching its support to the school's needs. However, targets for improving pupils' achievement are not sharp enough. The local authority monitors the school closely.

Following the monitoring inspection the following judgements were made:

The local authority's statement of action is fit for purpose.

The school's improvement plan is fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the Secretary of State, the Chair of the Governing Body, the Directors of Children's Services for West Sussex and the Diocese of Chichester. This letter will be published on the Ofsted website.

Yours sincerely

Abigail Wilkinson

Her Majesty's Inspector