

Bishop Tufnell CE Infant School

Pennyfields, Felpham, Bognor Regis, West Sussex PO22 6BH

Inspection dates

3–4 March 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching in the early years does not ensure that enough children reach a good level of development by the end of Reception.
- Teaching is not yet good, and does not help pupils to make the progress of which they are capable in reading, writing and mathematics. This is because of low expectations, particularly of boys, disadvantaged pupils, those who have special educational needs and the more able.
- Teachers do not use assessment information well enough to plan for pupils' subsequent learning.
- The teaching of phonics (letters and the sounds that they make) is not sufficiently rigorous or systematic across the school.
- Improvement plans produced by middle leaders do not focus sharply enough on raising standards.
- Governors have not challenged school leaders enough about the progress of different groups of pupils.
- Leaders and governors have not ensured that the school's website includes all of the information it should.

The school has the following strengths

- Links with parents and carers have placed the school at the heart of its community.
- Parents particularly value the extent to which the school keeps their children safe, and helps their children to be happy and to develop in confidence.
- The behaviour of pupils in and around the school is good.
- Pupils' attendance is good.
- The extent to which the school cares for the well-being of all its pupils, particularly the most vulnerable, is a strength.
- The school's ethos is reflected in pupils' strong spiritual development.

Full report

What does the school need to do to improve further?

- Ensure that teaching is at least good by:
 - increasing the level of challenge for pupils who are more able, for boys, for those that are disadvantaged and for those who have special educational needs
 - providing additional training to both teaching and support staff so that phonics is taught rigorously and systematically throughout the school
 - embedding the use of assessment strategies so that teachers can accurately plan rich, varied and imaginative experiences to support the learning of pupils of all different abilities.

- Raise the achievement of pupils in reading, writing and mathematics by:
 - ensuring that children get off to a good start in the early years so that they are suitably well prepared for Year 1
 - providing more opportunities for pupils to use and apply their skills of reading, writing and mathematics.

- Improve the effectiveness of leadership, management and governance by:
 - ensuring robust challenge from governors about the progress made by different groups of pupils
 - monitoring the effectiveness of intervention strategies and the teaching of phonics
 - ensuring that the improvement plans produced by middle leaders focus sharply on raising standards so that they identify the intended outcomes for pupils
 - ensuring that the school's website includes all the information for parents that it should and is kept up to date.

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

Inspection judgements

Effectiveness of leadership and management requires improvement

- Up until September 2015, leaders and governors had not focused enough on the areas identified for improvement from the previous inspection.
- Leaders and governors have correctly identified aspects of the school's work that require improvement but have not fully appreciated the urgency with which these aspects need addressing.
- Since the arrival of the executive headteacher and head of school, teachers are now held to account for the progress of pupils. The new leaders have introduced higher expectations of staff and pupils across the school. As a result, there is now a shared vision of raised expectations.
- School leaders now provide teachers with high-quality feedback about their practice and organise additional training where appropriate. However, more training is required about the teaching of phonics.
- The progress made by all pupils is now monitored more effectively by staff and senior leaders. However, strategies to do this are still in their infancy and leaders are yet to compare the performance of different groups of pupils robustly. Consequently, the extent to which the school promotes equality of opportunity requires improvement. This is because information about pupils has not been used well enough to ensure that all pupils achieve as well as they can.
- The role of middle leaders is developing adequately. However, they have yet to focus sharply enough on raising standards. The executive headteacher and head of school are aware of this as an area for development. Consequently, subject improvement plans, for example, are due to be amended so that they identify the intended outcomes for pupils more explicitly.
- The newly appointed special educational needs coordinator has a clear understanding of what the school needs to do in order to improve both policy and practice in this aspect of the school's work. This has started to improve the quality of support that pupils who have special educational needs receive. However, there is still insufficient monitoring of the effectiveness and impact of intervention strategies.
- The executive headteacher monitors the behaviour of pupils closely. This enables him to identify and remedy the root cause of the rare incidents that arise.
- The school's broad and balanced curriculum provides opportunities for pupils to practise their English and mathematics in other subjects. The curriculum is enhanced by a range of extra-curricular activities such as dance, karate, tennis and tag rugby.
- Leaders ensure that pupils learn about life in modern Britain and fundamental British values. This is covered during daily worship with the promotion of peace, valuing and respecting differences and the importance of working together and looking after each other. Pupils also develop a good understanding of rights, respect and responsibility in their lessons about personal and social education.
- The school uses additional physical education and sports funding appropriately to increase pupils' participation and aptitudes in physical activities.
- The school uses the pupil premium funding appropriately to support the payment of school uniforms for those who find themselves in challenging circumstances. The funding is also used to promote equality of opportunity for all pupils to participate in after-school activities and to support learning where needed.
- The leadership and management of safeguarding, particularly for those pupils who find themselves in the most challenging circumstances, is a strength of the school. This is because the school works in close partnership with parents and carers as well as with a range of outside agencies.
- There are good relationships between the school and parents. Of those who responded to the questionnaire, all parents indicated that they would recommend the school to another parent.
- Office staff diligently review all the necessary documentation to ensure the suitability of staff to work with children. All relevant information is clearly recorded.
- A local authority officer provides the school with appropriate support and challenge. However, until recently, only recommendations about improving the teaching and learning of phonics have started to be acted upon.
- **The governance of the school**
 - Governors recognise that they have not always been provided with enough information about how different groups of pupils achieve in order to challenge school leaders effectively.
 - Governors have not ensured that the school's website includes all of the information it should, such as an up-to-date school special educational needs policy.

- Since September 2015, governors have started to challenge school leaders more robustly about the achievement of pupils.
- The chair of governors now works effectively with the executive headteacher to measure teachers' performance accurately.
- The performance of the executive headteacher is tracked robustly and is linked to the performance of teachers and pupils.
- Governors have a good understanding of the impact that additional funding through the pupil premium and primary sport is having.
- Governors are becoming more high-profile around the school and better informed about the quality of the school's work.
- The arrangements for safeguarding are effective. Governors routinely undertake a check of the premises to ensure that it is safe and secure for pupils. They have also completed all relevant training aimed at helping to keep children safe.

Quality of teaching, learning and assessment requires improvement

- Teachers do not always help pupils to make enough progress. This is because some teachers do not make enough use of assessment information to plan activities that cater for the different needs and interests of pupils, particularly boys.
- Leaders have introduced a new assessment policy called 'steps to success'. The application of this policy is intended to help pupils to know what they need to do to improve their work. However, this has yet to be used consistently well in all classes.
- Some activities are pitched at a low level, especially for the more able. As a result, they do not provide enough challenge to help pupils to make good progress with their learning. Sometimes teaching is repetitive, but not in a way that promotes a greater depth of learning.
- Expectations of boys are not always high enough. Some teaching is too readily accepting of work done by boys that is incomplete or of poor quality.
- Not all lessons provide adequate support, particularly for those of lower ability to help them to make good progress.
- Teaching and support staff do not always pick up on pupils' misconceptions and therefore allow errors to persist. This includes pupils writing their numbers the wrong way round and spelling words incorrectly that they should already know. Teaching assistants are not all sufficiently adept at meeting the special educational needs of pupils. They do not provide sufficient opportunities for this group of pupils to try to work things out for themselves and to tackle activities without help.
- Although there are pockets of good practice across the school, overall the teaching of phonics requires improvement. Too many teaching and support staff do not help pupils to learn to read accurately.
- Pupils are provided with opportunities to produce extended pieces of writing and to write independently. However, pupils do not receive sufficient feedback to help them to build on what they are learning in order to accelerate their progress. The teaching of mathematics does not include regular problem-solving activities to encourage pupils to use and apply their mathematical skills. This limits the progress made by pupils, particularly the more able.
- Relationships between staff and pupils are positive. Teachers model good behaviour to their pupils and this helps pupils to develop into polite and considerate young people.
- Topics such as the Amazon Rainforest and India help to teach pupils about the wider world.
- Visits to places of historical interest as well as visitors to the school spark pupils' interest and willingness to write. Pupils spoke enthusiastically about a visitor who brought snakes and minibeasts for them to see and touch. They looked forward to writing about this experience.
- Teaching helps pupils to learn about modern Britain, for example pupils are developing their understanding about the royal family and about key days such as Remembrance Sunday.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Staff are particularly adept at helping pupils to develop their self-confidence and self-awareness. Consequently, pupils from an early age know how to keep themselves safe. Pupils understand the basics of fundamental British values, such as the difference between right and wrong and the rule of law.
- Pupils want to learn. They enjoy coming to school and this is reflected in their good levels of attendance.
- Pupils told inspectors that they feel happy, safe and well looked after at school. They are confident that there is someone they can go to talk to if they have any concerns.
- Pupils develop good moral values. This is emphasised in acts of daily worship and pupils' religious studies and prayer. Pupils quickly learn the importance of respecting themselves, others and the natural environment. One pupil told an inspector how pupils who arrive at the school and are different are well looked after by everybody.
- In order to help pupils to develop their understanding of other cultures and faiths they have experience of an Aboriginal story teller and learn about important dates in other faiths such as Chinese New Year. Pupils also contribute to raising funds for an orphanage in Nepal.
- Pupils participate enthusiastically in acts of daily worship. During this time, they behave respectfully, listen to others and reflect on the awe and wonder of the world.
- Pupils' spiritual development is well evidenced around the school in displays and in their work. The main entrance of the school contains numerous examples of pupils' experiences and spiritual reflections.
- Pupils spoke confidently to the inspectors about the importance of being kind and getting on with each other.
- Pupils recognise the importance of using computers safely but struggle to articulate their understanding of what they need to do in order to remain safe.

Behaviour

- The behaviour of pupils is good.
- Staff, parents and pupils all agree that the behaviour of pupils is good.
- The conduct of pupils in and around the school, including at lunchtimes and playtimes, is good.
- On the rare occasions when pupils have disagreements, these are fully investigated by staff and, if needed, by the executive headteacher. This enables staff to find the root of an issue and to help pupils to resolve their issues amicably.
- Pupils mostly demonstrate positive attitudes to learning. However, where teaching fails to fully engage their interest they do not take as much pride in their work as they should. Sometimes work is unfinished or untidy.
- Pupils respond quickly and appropriately to instructions from teaching and support staff alike.

Outcomes for pupils

require improvement

- From their broadly average starting points, the progress made by pupils requires improvement.
- Standards in reading, writing and mathematics have declined over the last couple of years, having previously been significantly above average by the end of Year 2, and are now broadly average.
- The proportion of pupils achieving the expected standard in the Year 1 phonics check has remained below the national average for the last three years. In 2015, only 54% reached the expected standard compared to the national average of 77%. Boys and disadvantaged pupils achieved significantly less well than other pupils.
- Teachers have benefited from training and the opportunity to observe good practice in other schools to improve their skills of teaching phonics. Pupils of higher ability in Year 2 are learning to recognise how words that sound the same are spelt differently. However, pupils of lower ability still do not have a sufficient grasp of the basics such as blending letters to help them to read and write unfamiliar words.
- Intervention and support provided by teaching assistants to pupils who have special educational needs is not always timely or appropriate. On occasion, teaching assistants complete work for pupils and do not encourage sufficient independent learning.
- Few pupils achieve the higher levels, particularly in writing and mathematics.
- Evidence of the progress currently made by disadvantaged pupils shows that gaps are closing between them and their peers.
- Standards are beginning to rise once again. However, this is not consistently the case across the school because some pupils are still provided with time-filling activities and tasks that are too easy for them. In too many lessons, there is still not enough challenge or promotion of depth of understanding.

- More-able pupils in Year 2 are developing a good understanding of grammar. Pupils in this year group are able to write alternative endings to traditional tales and use expanded noun phrases confidently, such as 'wet slimy frog'.
- Pupils have grasped the concept of size and shape in mathematics and the more able can tackle word problems confidently. However, pupils are not all sufficiently confident at applying their mathematical skills or reasoning in order to solve problems. This is because they are not provided with enough opportunities to develop their resilience and independence in their use of mathematics.

Early years provision

requires improvement

- The proportion of children that achieve a good level of development by the end of the early years has been below the national average for the last three years. Areas of learning in which children achieved particularly low levels were in reading, writing, number and managing their feelings. Consequently, in the past, too many children have not been well prepared for the challenges of Year 1.
- The leader of the early years now has a more accurate picture of the strengths and weaknesses of the provision. As a result, weaknesses in the provision and outcomes in the early years have started to be addressed. Inspection evidence as well as the school's information about the achievements of children show improved rates of progress compared to previous years. Currently a higher proportion of children are set to reach a good level of development than has previously been the case.
- The quality of teaching in the early years has improved, but still has a way to go in order to become good.
- Teaching and support staff have higher expectations of children overall, but this is not consistent across all three classes. Expectations of lower-ability pupils, particularly boys, are at times low. There is not always a suitable amount of challenge for the more able, who are occasionally provided with mundane tasks that do not move their learning on sufficiently well.
- Learning journals include samples of children's work, photographs and information for parents linked to the early learning goals. However, the evidence in these journals shows that the rate of progress of some children is not as good as it could be. This is particularly the case for pupils who have special educational needs and for boys.
- The outside learning area provides children with a suitable range of exciting activities that encourages exploration, collaboration and contributes well to the development of their speech and language skills.
- The promotion of pupils' physical development is a strength. Children demonstrate good control and coordination in large and small movements. They follow instructions carefully and know how to keep themselves safe.
- Children in the early years are well behaved. Most maintain attention and concentration during activities. However, children who are more able become restless when provided with low-level activities. Children of lower ability do not remain focused on learning when not provided with enough strategies to learn independently. Children listen attentively to stories and are beginning to sequence events. However, too few can read and understand simple sentences and too many are unable to decode regular words. Those children who are more able are starting to use their phonic knowledge to read and write simple words; but few are confident at doing this well.
- Safeguarding in the early years is effective. The parents who spoke to the lead inspector all agreed that their children are safe, happy and extremely well cared for. They particularly appreciate how quickly staff enable their children to settle and develop in confidence and self-esteem.

School details

Unique reference number	126050
Local authority	West Sussex
Inspection number	10001158

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

Type of school	Infant
School category	Church of England (VA)
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	273
Appropriate authority	The governing body
Chair	Sue White
Executive Headteacher	Shane Morton
Telephone number	01243 584412
Website	www.bishoptufnell-inf.w-sussex.sch.uk
Email address	office@bishoptufnell-inf.w-sussex.sch.uk
Date of previous inspection	25 May 2011

Information about this school

- The school is broadly average in size when compared to primary schools nationally.
- The proportion of pupils who are disadvantaged and supported by the pupil premium is just under half the national average. The pupil premium provides additional funding to support children who are looked after by the local authority and pupils who are known to be eligible for free school meals.
- The vast majority of pupils are of White British heritage and the vast majority are believed to speak English as their first language.
- The proportion of pupils who have special educational needs, including those with a statement or an education, health and care plan, is lower than average.
- The school's deputy headteacher left at the end of the summer term 2015. The former headteacher retired at the same time.
- Although the governing body advertised for a new headteacher, they were unable to make an appointment. Consequently, they entered into partnership with Bishop Tufnell Junior School, which is on the same site, to employ the services of their headteacher as executive headteacher on a temporary basis.
- The executive headteacher started working at the school in September 2015 for two and a half days a week.
- The head of school took up her post in January 2016.
- The special educational needs coordinator took on the role in September 2015, having already been an existing member of staff.

Information about this inspection

- Inspectors observed pupils working in 12 lessons or part lessons. In addition, the lead inspector made shorter visits to six lessons with the executive headteacher. An inspector attended one act of collective worship and several of the inspectors listened to pupils from Reception, Years 1 and 2 reading.
- Inspectors looked at the work in pupils' books as well as in their learning journals, and at work on display around the school.
- The lead inspector spoke to parents informally at the beginning of the school day.
- Meetings were held with school leaders, staff and members of the governing body, including the Chair of the Governing Body.
- The lead inspector met with a representative from the local authority and spoke on the telephone to a representative from the diocese.
- Many of the school's documents and policies were scrutinised. These covered information about the progress of pupils, their behaviour, children who are looked after, the school's procedures aimed at keeping children safe, special educational needs, the curriculum, attendance, minutes of meetings held by the governing body, the school improvement plan and the school's self-evaluation. Inspectors also scrutinised the school's systems for checking the suitability of staff to work with children and the school's website.
- Inspectors took account of the 43 responses to Ofsted's online questionnaire (Parent View) as well as 10 questionnaires completed by staff.
- No pupil questionnaires were received during the inspection, but inspectors took account of the school's own records of pupils' views. Inspectors also met with a group of pupils to seek their views and spoke informally to others at playtime.
- This inspection began as a short one-day inspection; it converted to a full two-day section 5 inspection when at the end of the first day the lead inspector had not found enough evidence that the school was still good.

Inspection team

Gehane Gordelier, lead inspector	Her Majesty's Inspector
Seamus Murphy	Her Majesty's Inspector
Penelope Orme	Ofsted Inspector
Rosemary Addison	Ofsted Inspector

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