

Tangmere Primary Academy

Bishop Road, Tangmere, Chichester, West Sussex PO20 2JB

Inspection dates	27–28 April 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The strong leadership team has taken positive action to improve the quality of teaching. As a result, standards in reading, writing and mathematics are rapidly improving. Disadvantaged pupils are catching up quickly with their peers.
- Teaching is good. Teachers ensure that pupils are set work at the right level of challenge so they achieve well.
- Pupils have positive attitudes to learning because they are motivated by the interesting activities on offer. This helps them do their best.
- Pupils' behaviour is good. They are well mannered and polite, and show respect for others.
- There are robust systems to keep pupils safe. Pupils feel secure because they know adults are always there to support them if needed.
- Early years provision is good. Children get off to a good start because staff plan activities tailored to their interests and needs. They are well prepared for Year 1.
- Governance is effective. Funding is allocated carefully to provide good value for money.

It is not yet an outstanding school because

- The system to track pupils' achievement is underdeveloped. It is not a useful tool to measure progress and inform teaching across the whole curriculum.
- Attendance is below the national average. Too many pupils miss school on a regular basis.
- There are too few opportunities to teach pupils about different cultures.
- Teaching assistants are not consistently deployed effectively. Pupils supported outside the classroom rely too much on adults and do not think hard enough for themselves.

Full report

What does the school need to do to improve further?

- Develop systems to track pupils' achievement, so there is a reliable measure of progress across the whole curriculum, to inform provision for pupils.
- Increase the proportion of pupils who attend the school regularly.
- Ensure that the curriculum provides more opportunities to extend pupils' understanding of a wide range of cultures and heritages.
- Develop the work of teaching assistants so that:
 - they contribute fully to whole-class lessons
 - they encourage pupils' independence.

Inspection judgements

Effectiveness of leadership and management is good

- The determined headteacher, together with his strong and dedicated leadership team, sets high expectations for pupils and staff. Leaders have improved the quality of teaching, and pupils' progress is consequently accelerating. Staff, many of whom are new since the last inspection, are very committed because leaders appreciate their efforts. There is good teamwork and staff say that at Tangmere Primary Academy, 'all are valued whatever your role'.
- Alongside senior leaders, the new middle leaders for English, mathematics and early years support teachers effectively, increasing teachers' confidence and developing their skills. Leaders provide useful advice and training where required, and check to make sure their suggestions are swiftly implemented. As a result, teachers plan work at the right level of challenge for pupils of different abilities so that they achieve well. For example, the most-able pupils explained to inspectors that 'chilli challenges' offer them a harder level of work to test their understanding. Pupils with special educational needs or disability, on the other hand, are set small step targets to help fill gaps in their skills.
- Leaders actively seek out good practice elsewhere. For example, there has been training for staff to teach phonics (letters and the sounds they make) more effectively. A recent visit to another school inspired the English leader to review how writing is taught. Such links are helping to improve the quality of teaching and learning at Tangmere.
- The system to track pupils' achievement is being developed. It is not currently a useful tool to check how well pupils achieve in subjects other than English and mathematics.
- Pupils experience a range of opportunities which prepare them well for life in modern Britain and the next stage of their education. For example, they develop a secure understanding of democracy through electing school council representatives and house captains. Pupils are taught the difference between right and wrong, and strive to be awarded the headteacher's cup, which promotes good behaviour. Teachers raise pupils' aspirations, increasing their awareness of future options, through events such as a careers fair. One pupil noted, 'The teacher gives us life challenges for the future as well as our learning challenges'.
- The school also effectively develops pupils' social, moral and spiritual education. For example, older pupils learn to look after younger children through the playmaker scheme. Year 6 pupils worked with the Parish Council to implement improvements to the community, teaching pupils the importance of their contribution to society. Pupils' excitement about and fascination with the world is promoted through activities such as Year 2 pupils discovering 'bog babies' in the pond. Leaders ensure pupils show respect for each other and adults within the school; however, there are too few opportunities to gain appreciation of a wide range of cultures.
- The recently improved curriculum provides pupils with a range of motivating experiences to provoke their interest and develop an enjoyment of learning. Year 4 pupils were captivated by finding dragon footprints in their classroom, which inspired them to compile thrilling newspaper reports. There is an exciting variety of local trips, such as to Arundel Castle or Bracklesham Bay, giving pupils first-hand experiences for learning as well as developing their appreciation of their environment. Regular whole-school theme weeks offer the chance to explore subjects such as music or science in greater depth. All pupils have equal opportunities to participate in all activities.
- Leaders use the pupil premium (additional government funding for disadvantaged pupils) effectively. Phonics teaching has improved, leading to higher standards in reading and writing for disadvantaged pupils. Senior leaders also run extra sessions before and after school to help pupils catch up, and pupils said this additional support has improved their work. One commented, 'I didn't want to do it at first, but it helped my learning and I want to do more'.
- The sports premium funding is also used to good effect. Pupils enjoy access to a wide range of sports, which encourages them to be active and healthy. They participate in internal and external sports competitions, developing good teamwork and a sense of pride in their school. Teachers are more confident to teach physical education than before, because coaches from Chichester University have provided specialist training.
- Pupils are kept safe and secure at Tangmere. Gates and doors are kept locked during the school day and only nominated adults may collect pupils from the school. There is a well-communicated policy about visitors in the school. Staff are vigilant because they have undergone recent training about safeguarding and how to prevent extremism. The school works effectively with a range of external agencies, such as play therapists, social services and youth workers, to promote pupils' well-being.

- The majority of parents are happy with the school and many comment favourably on recent improvements. Events, such as a pyjama reading evening, are well attended, helping to engage parents in their child's education and providing support for learning at home. Parents may offer their views through the Parents' Forum or the regular parent survey, and leaders respond rapidly if any concerns are raised.
- Since the previous inspection, The Kemnal Academy Trust (TKAT) has rightly stepped up its support. The director of education visits regularly to check the school's progress towards its goals. The school works closely with other TKAT academies to improve the quality of teaching and strengthen middle leadership at Tangmere. Governors have also welcomed the high-quality legal and human resources support provided by TKAT.
- **The governance of the school**
 - Governors, most of whom are new since the school was last inspected, bring a good range of experience and skills to support and challenge the school. Their strong vision for the school to be at the heart of the community underpins their work. For example, they have improved links with parents so that every single family has signed up to the school's home-school agreement, working in partnership with leaders and teachers.
 - Governors challenge school leaders robustly by asking searching questions, for example about pupil progress information. They keep a close eye on the budget and ensure pupil premium funding is spent wisely to improve standards for disadvantaged pupils. They have likewise checked that the sports premium is used effectively. Governors consider recommendations for teachers' pay progression carefully, ensuring that rewards are given only where merited by good performance.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

- Following support from leaders, teachers now all routinely identify gaps and strengths in pupils' knowledge and understanding. They use the information effectively to plan structured sequences of lessons at the right level of challenge, building up pupils' skills in writing and mathematics. This helps pupils make good progress from their different starting points.
- Teachers usually demonstrate carefully so pupils understand what they are expected to achieve. When they are well directed in this way, pupils settle quickly to work so no time is wasted.
- The school is a welcoming place of learning. Attractive displays celebrate pupils' achievements and stimulate their ideas. The enticing book corners in each room, such as a pirate ship or a Stone Age cave, encourage pupils to read. Each classroom has a good variety of resources and useful prompts for learning to promote independence.
- The majority of teachers check pupils' understanding carefully to ensure they have a secure grasp of concepts before moving on. Teachers adapt lessons where necessary in order to consolidate pupils' understanding, skilfully managing different levels of ability so that all pupils, including the most able and those with special educational needs or disability, make good progress. Leaders are helping teachers to develop this good practice consistently across all classes.
- Teachers provide useful feedback in lessons and through marking pupils' books, which helps pupils to improve their work. Many teachers ask probing questions which challenge the most-able pupils to think deeply and apply skills of logic and reasoning.
- There has been recent training for teaching assistants to develop their skills in teaching phonics. This has improved provision for the small groups they teach. However, there is more to be done to ensure teaching assistants provide the right support in whole-class sessions. When they sometimes work with small groups outside the classroom, they do not always encourage pupils to think for themselves.
- Pupils are positive about their learning because topics catch their imagination. For example, pupils enjoyed writing 'gruesome descriptions' linked to a topic on Ancient Greece, or calculating the best deal on iPads. The school's learning values are promoted in all classes and encourage good attitudes to learning. Parents are involved in their child's learning because there is regular homework, supplemented by teachers' weekly planning letters which give parents ideas to support their child at home.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are taught how to be successful learners through the school's clear values, which are promoted in classrooms and through assemblies. Most pupils are determined to do well, although occasionally those without clear direction lose focus and do not get on with their work. The encouraging atmosphere in the school means pupils are confident to take risks or make mistakes in order to try out their ideas and make good progress.
- There are good relationships across the school. Pupils listen carefully to each other and their teachers, and show respect for the ideas and views of others. Pupils support each other well in lessons, where they readily offer help, and around the school, for example helping others carry drinks crates.
- The very small amount of name-calling, including racist comments, is dealt with effectively. Although some parents expressed concerns about bullying, pupils confirm this is rare. Nonetheless, leaders responded quickly to parents' concerns, stringently reinforcing anti-bullying messages through a series of assemblies. As a result, pupils have a good understanding of how to respond to different potential situations, including cyber bullying.
- Pupils say that they feel safe in school and parents agree. Pupils feel confident to report any concerns to adults, who take appropriate action. Pupils learn about crucial areas such as e-safety, with information provided for parents so they can reinforce important safety messages at home.
- The opportunities to take on extra responsibilities, such as house captain, encourage pupils to lead others as well as promoting teamwork and positive attitudes. One house captain told an inspector that the house system 'brings everyone together more'.
- The school promotes pupils' physical well-being effectively. Pupils enjoy participating in sporting events and the wide range of activities on offer at playtimes is well supported by the school's team of Year 5 playmakers. One younger pupil explained, 'They (playmakers) make playtimes fun and play lots of games'. The school promotes good diet through its healthy snacks policy, and pupils enjoy the nutritious hot meals provided at lunchtimes.

Behaviour

- The behaviour of pupils is good.
- The majority of pupils behave well around the school and in lessons. They move around the school safely, and demonstrate good manners, such as holding doors for others. Inspectors saw no evidence of any low-level disruption during the inspection.
- At playtimes, pupils also behave well, playing actively together. Pupils usually get on together and adults deal effectively with any disputes.
- There is a clear attendance policy; however, attendance remains below the national average. The proportion of pupils who miss school regularly is too high. Leaders work hard to support families who find regular attendance difficult, including the involvement of the education welfare officer. Leaders have investigated reasons for poor attendance and records indicate that several different bouts of illness have adversely affected figures. However, leaders are aware that even more needs to be done to reduce rates of absence.

Outcomes for pupils are good

- In Year 2, standards at the end of 2015 improved rapidly in reading, writing and mathematics, to be in line with the national average for the first time in four years. The proportion of pupils in the higher band for attainment also improved considerably compared to previous years, showing the impact of better teaching. Pupils with special educational needs or disability did better than similar pupils nationally. However, disadvantaged pupils were a long way behind their peers and other pupils nationally, and gaps widened.
- The school's information shows that pupils currently in Year 1 and Year 2, including the most able, make good progress from their different starting points. Consequently, a higher proportion is reaching the expected standards in reading, writing and mathematics. Pupils with special educational needs or disability make rapid progress. Disadvantaged pupils are quickly catching up with their peers because they are making accelerated progress to narrow the gaps which were previously in place.

- The proportion of Year 1 pupils reaching the expected standard in the phonics screening check increased considerably in 2015 compared to previous years. Nearly all Year 2 pupils, who were below the expected standard in Year 1, caught up with where they should be. Work in pupils' current books shows that the majority apply what they have learned about letters and sounds in their independent writing. Pupils who read to inspectors also showed a good grasp of phonics.
- In Year 6 in 2015, the proportion of pupils reaching the expected standard in reading, writing and mathematics combined improved significantly compared to the previous two years. The proportion of pupils making expected or better progress in reading and writing was in line with the national average. However, in mathematics, progress overall was significantly below the national average, leading to standards lower than those seen nationally. This is because some groups, including girls and pupils with special educational needs or disability, made less progress in mathematics than similar pupils nationally.
- The dip in performance in mathematics in 2015 has not been replicated. Across the school, standards in mathematics are broadly in line with standards in reading and writing. All girls in the current Year 6 have made expected or better progress in mathematics and are on track to reach the expected standard by the end of the year. Pupils' books indicate that current pupils with special educational needs or disability make good progress in mathematics as well as in reading and writing, although standards for these pupils remain below their peers.
- Disadvantaged pupils in Years 3 to 6, including those who were in Year 2 in 2015, are catching up rapidly with other pupils. The impact of leaders' focus on improving the quality of teaching is especially apparent for this group of pupils. Since support was put in place for teachers, gaps in reading, writing and mathematics have closed more quickly.
- There is good provision for the most-able pupils across the school. Pupils' books indicate that these pupils make at least expected progress in English and mathematics. They often make better than expected progress, because teachers' feedback challenges them to think hard and reason logically.
- The prior attainment of the current Year 6 cohort was significantly below the national average; however, pupils have made good progress to catch up with where they should be. As a result of better teaching, the proportion of pupils working at the expected standard in reading, writing and mathematics has increased considerably compared to their starting points, and they are well prepared to move on to secondary school.

Early years provision

is good

- The highly effective early years leader is ambitious for the children in Nursery and Reception to achieve well. Standards by the end of Reception in 2015 were well below the national average. Now that leaders have secured better teaching, children make good progress from their different starting points. The proportion of children on track to achieve a good level of development in the current cohort has improved and is in line with the national average. Children are well prepared for Year 1.
- Teachers check each child's progress carefully. Detailed records capture individual successes and help adults plan for the next step in each child's learning. Additional funding is used effectively to provide targeted extra help for pupils who are further behind and to improve speech and language skills. This is helping children catch up quickly.
- The attractive learning environment promotes children's curiosity and imagination. Children engage in purposeful activities to develop their skills across all areas of learning. For example, they are fascinated by growing cress and sunflower seeds. They develop better vocabulary as they discuss which seeds are growing fastest and why. Adults skilfully question children about their learning, to move their thinking on.
- Children say that they love coming to school. They concentrate well and relationships with both adults and other children are good. They develop an enjoyment of learning and a growing confidence. For example, one Nursery child was able to explain how to mix red and blue paint to make purple.
- Parents are engaged in their child's education through home visits and also contribute to learning journals to demonstrate their child's progress. External agencies, such as the education welfare officer, provide useful support for the early years if needed, along with the rest of the school.
- Adults ensure children are kept safe and secure. All staff are confident about safeguarding procedures. Children are taught to consider other people and show respect in line with the school's learning values.

School details

Unique reference number	138049
Local authority	West Sussex
Inspection number	10012249

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

Type of school	All-through primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair	Rosemary Perry
Principal	Paul Turney
Telephone number	01243 773339
Website	www.tangmere-tkat.org
Email address	office@tangmere-tkat.org
Date of previous inspection	5–6 February 2014

Information about this school

- Tangmere Primary Academy is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for free school meals, for which the school receives additional funding (pupil premium), is above average.
- The majority of pupils are of White British heritage. A very small proportion of pupils speak English as an additional language.
- The proportion of pupils with special educational needs or disability is higher than average. The proportion of pupils with a statement of special educational needs or an education, health and care plan is well below the national average.
- The school's Nursery class runs sessions only in the mornings. Children attend the Reception class full time.
- The school offers a daily breakfast club. This is managed by the governing body and was reviewed as part of this inspection.
- The school shares premises with a children's centre. This is managed and inspected separately.
- The school meets the current government floor standards.

Information about this inspection

- Inspectors observed teaching in all the classes at least once, accompanied by senior leaders on the majority of visits. Inspectors heard pupils read and looked at pupils' work in their books and on display.
- Meetings were held with the headteacher, other leaders, and two governors including the chair of the governing body, a group of staff and a representative from The Kemnal Academy Trust.
- Inspectors met two groups of pupils, observed playtime and lunchtime, visited the school's breakfast club and spoke informally to pupils around the school.
- Inspectors spoke to parents at the end of the day and analysed the 36 responses to Ofsted's online questionnaire (Parent View).
- A range of documents were examined, including curriculum plans, the school's improvement plans and self-evaluation, documents on the school's website, governing body records and reports from The Kemnal Academy Trust.
- Checks were made of arrangements for keeping pupils safe and records of pupils' attendance and behaviour. Inspectors scrutinised leaders' analysis of pupils' progress and records of the quality of teaching.

Inspection team

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