

Bishop Tufnell CofE Junior School

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

Inspection dates

26–27 April 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not maintained the school's good performance since the previous inspection.
- It is too soon for improvements made to teaching in the past year to have secured pupils' good achievement.
- The quality of teaching, learning and assessment varies between classes and subjects. This means that while some pupils make very good progress, others do not achieve as well as they should.
- Teaching does not build on pupils' learning well enough or deepen pupils' understanding sufficiently, including for disadvantaged pupils and the most able.
- Teachers' assessments of pupils' learning are not sufficiently accurate.
- Leaders do not hold teachers sufficiently to account for pupils' outcomes.
- Leaders' and teachers' expectations of pupils' learning and behaviour are not sufficiently high. They do not ensure that pupils behave consistently well.
- Pupils' attitudes to school vary. Many pupils enjoy school and want to get on with their work and do well. However, some pupils become distracted during lessons and spoil playtimes for others by misbehaving.
- Leaders and governors do not make effective use of information about pupils' progress, behaviour and attendance to evaluate and improve the school's work.
- The governing body does not challenge leaders about the school's performance sufficiently.
- Some disadvantaged pupils do not attend regularly enough to achieve well.

The school has the following strengths

- Leaders have made considerable improvements to teaching during the past year, particularly in mathematics. As a result, pupils are equipped increasingly well with the knowledge and skills needed to learn successfully.
- There have been some improvements in governance during the past year.
- Pupils say that their teachers take good care of them and make sure they are safe.
- The school develops pupils' spiritual, moral, social and cultural development effectively.
- Pupils achieve well in science.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and the accuracy of assessments so that all groups of pupils, including disadvantaged pupils, learn well in reading, writing and mathematics, by making sure that:
 - recent improvements in teaching are fully established in all classes
 - teaching builds securely on pupils' understanding and extends learning sufficiently, including for disadvantaged pupils and the most able pupils
 - teachers have consistently high expectations of pupils' learning.
- Improve pupils' behaviour and personal development by ensuring that:
 - teachers and leaders have consistently high expectations of pupils' behaviour and insist that pupils behave well
 - all pupils have equally positive attitudes to learning, work hard and do their best
 - all groups of pupils attend regularly, including those who are disadvantaged.
- Improve the effectiveness of leadership and management, by making sure that leaders and governors:
 - have the highest expectations of staff and pupils
 - hold teachers to account rigorously for pupils' achievement, behaviour and personal development
 - ensure that assessments of pupils' learning are accurate and reliable
 - use checks on pupils' progress and behaviour more rigorously to evaluate developments in teaching and other aspects of the school's work to improve pupils' behaviour and outcomes.
- Improve the role played by the governing body by ensuring that governors provide consistent challenge for school leaders and hold them to account rigorously for the school's performance.

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.

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

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders do not hold teachers to account sufficiently for pupils' learning and behaviour. The targets set for teachers are not sufficiently ambitious to improve the quality of teaching and pupils' outcomes.
- Recently introduced procedures for assessing and checking pupils' progress do not yet give a reliable view of pupils' achievement. Leaders and governors have not looked closely enough at how well developments in teaching during the past year have improved learning.
- Leaders have not secured pupils' consistently good behaviour. Leaders make sure behaviour incidents are recorded clearly and systematically. However, they do not make sufficient use of this good-quality information to identify patterns of behaviour or to check whether behaviour has improved.
- Leaders do not have sufficiently high expectations of disadvantaged pupils' learning and attendance. They do not use pupil premium funding well enough to support disadvantaged pupils' development.
- Leaders have secured small improvements in some disadvantaged pupils' attendance during the past two terms. However, leaders are unaware of this success because they do not analyse information about attendance well enough.
- Leaders use funding appropriately to support pupils who have special educational needs and/or disabilities. However, they do not check sufficiently the difference teaching makes to pupils' learning.
- Staff express mixed views about the school's work, including the quality of leadership and the management of pupils' behaviour. While some are very positive about the school and feel well supported by leaders, others are less so.
- Senior and middle leaders have taken successful action to improve the quality of teaching during the past year. There are clear indications in pupils' work that these improvements are beginning to strengthen learning. For example, the mathematics leader has worked well with teachers and support staff to develop the way pupils use practical equipment to support their learning in mathematics. However, improvements in teaching are not yet fully established in all classes and subjects and variations in pupils' learning remain.
- Leaders know that more needs to be done to improve the school's work. They have suitable plans in place to support future developments.
- Leaders organise the curriculum appropriately to ensure that pupils learn a broad range of subjects. However, teaching does not deepen and extend pupils' learning well enough, including for the most able.
- The school's well-stocked library provides a wide range of good-quality texts for pupils to read, including more demanding books for the most able readers.
- The development of pupils' spiritual, moral, social and cultural understanding is a strength in the school. Pupils learn about a range of world religions, such as Islam and Hinduism, as well as Christianity. They behave respectfully during assemblies and

contribute sensibly to discussions about values, such as humility and democracy.

- The sports leaders provide knowledgeable and enthusiastic leadership for this aspect of the school's work. They use training well to improve the quality of teaching in physical education. Leaders make good use of physical education and sports funding to support pupils' enjoyment of sports and their achievement in physical education. Increasing numbers of pupils participate in sports clubs, events and competitions. This makes a strong contribution to pupils' enjoyment of school and to their self-esteem.

Governance of the school

- The governing body has not held leaders to account sufficiently for pupils' behaviour and learning since the previous inspection.
- During the past year, governors have recognised the need to provide stronger challenge for school leaders and have secured some improvements. For example, minutes of governing body meetings indicate that governors ask leaders increasingly searching questions about the school's performance. However, they do not always have the information they need to challenge leaders effectively.
- Governors are committed to playing their part in the school's improvement. They have a clearer view of the information they require from school leaders than in previous years and request this information with increasing confidence.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders use training well to ensure that staff and governors are knowledgeable about safeguarding procedures. As a result, staff and governors are clear about what to do should a safeguarding issue arise.
- Leaders and teachers make sure pupils know what to do if they have any concerns. They value pupils' views, listen carefully and respond seriously to their comments. As a result, pupils feel secure. All staff, and most parents who completed Ofsted's online questionnaire, feel that pupils are safe.
- Leaders ensure that safeguarding and suitability checks are completed promptly when staff and governors join the school. Checks are updated and renewed regularly. Safeguarding records are well maintained and stored securely.
- Leaders work effectively with parents, carers and agencies, such as children's services, to support pupils and their families wherever appropriate.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is not strong enough to ensure pupils' good achievement. Teaching does not build securely enough on pupils' differing starting points or deepen pupils' learning sufficiently.
- Inconsistencies in the quality of teaching between subjects and classes cause variations in pupils' learning, including for the most able, disadvantaged pupils and those who

have special educational needs and/or disabilities.

- Teachers' expectations of pupils' behaviour during lessons are not sufficiently high. They do not always respond quickly enough when pupils lose focus or misbehave during lessons. As a result, some pupils learn less well than they could.
- Improvements in teaching during the past year have helped to raise standards. There is some consistently good-quality teaching in the school. Where this is the case, teachers plan learning skilfully to interest and motivate pupils and to address their different needs, including for those who have special educational needs and/or disabilities. Pupils in these classes learn very well as a result.
- The quality of mathematics teaching has improved during the past year. Teaching equips pupils increasingly well with strategies to tackle number problems, such as the use of number lines and practical equipment. However, mathematics teaching does not yet build on pupils' knowledge and understanding well enough over time.
- The teaching of writing is similarly inconsistent. Teachers give pupils regular opportunities to write for a range of different purposes and audiences. However, they do not always have sufficiently high expectations of pupils' learning. For example, teachers do not always address repeated basic spelling and punctuation errors in pupils' written work well enough to secure pupils' good achievement in writing.
- The introduction of phonics teaching in Year 3 is helping to address gaps in pupils' reading skills. However, variations in the quality of phonics teaching mean that pupils do not make the rapid progress needed to catch up quickly.
- Teachers want the very best for all their pupils, both academically and socially. They make increasingly good use of training and advice to improve their practice. Teachers' expectations of pupils' behaviour and learning are rising and pupils are starting to make better progress as a result.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Some pupils do not have sufficiently positive attitudes to learning. They lose focus during lessons and complete less work than they should. The work in their books indicates that they fall behind in their learning as a result.
- Pupils say that bullying incidents are rare and that their teachers deal with any issues quickly. School records confirm this view. However, leaders do not use records rigorously enough to check pupils' subsequent behaviour and well-being.
- Most pupils are keen to do well, work hard and complete tasks carefully. They listen closely to their teachers and follow their advice about how to improve their work. They are understandably frustrated when learning is disrupted by the poor attitudes and behaviour of others in the classroom.
- Pupils feel secure in school. They have a sensible view about what they can do to ensure they stay safe, including when using the internet. Pupils say there is always someone they can talk to if they have any concerns. They say they trust teachers and

other members of staff to listen to what they have to say and to sort out any worries. Most parents who completed the online questionnaire feel pupils are happy and safe in school.

Behaviour

- The behaviour of pupils requires improvement. Leaders' and teachers' expectations of pupils' behaviour are not sufficiently high. Records of behaviour over time indicate that some pupils regularly misbehave during lessons and playtimes.
- A number of pupils, parents and members of staff who completed Ofsted's online questionnaires, or who spoke with inspectors during the inspection, expressed concerns about behaviour. Only a minority of parents who completed the questionnaire consider pupils to be well-behaved.
- Most pupils attend well and overall attendance is consistently in line with national averages for primary schools. However, some disadvantaged pupils do not attend regularly enough to achieve as well as they should. Disadvantaged pupils' attendance rates have declined in the past two years and in 2016, were much lower than attendance rates for other pupils, both in school and nationally.
- The school's work to support pupils with more complex behavioural needs, including those at risk of exclusion, is working well. Records indicate some notable improvements in individual pupils' behaviour and in their attitudes to school. Exclusion rates have reduced during the past year.
- The breakfast club provides a safe, happy and calm start to the school day for those pupils who attend.

Outcomes for pupils

Requires improvement

- The quality of pupils' learning varies between classes and across subjects due to inconsistencies in teaching. All groups of pupils, including disadvantaged pupils and the most able, make uneven progress in reading, writing and mathematics.
- Standards at the end of key stage 2 have declined since the previous inspection. In 2016, pupils' outcomes were much lower than national averages in reading, writing and mathematics. Standards were particularly low in mathematics. Pupils' learning in mathematics is not yet consistently good enough to ensure that pupils' achieve well.
- Weaknesses in spelling and inaccurate use of punctuation hamper pupils' progress in writing. In 2016, the proportions of pupils achieving expected standards in the national grammar, punctuation and spelling tests were well below the national average.
- The most able pupils do not achieve as well as they should, particularly in mathematics. In 2016, the proportions of pupils achieving greater depth in reading at the end of key 2 matched the national average, while in writing proportions were close to the national average. In mathematics, the proportions were much lower than the national average.
- As with other groups in the school, the progress made by pupils who have special educational needs and/or disabilities differs according to the quality of teaching in

classes and subjects.

- Improvements in teaching during the past year mean that pupils of all abilities and backgrounds are making better progress in reading, writing and mathematics than previously. In mathematics, pupils learn how to use a wider range of strategies than previously to tackle mathematical problems with increasing success, while in English they write for different purposes with growing confidence. More pupils are on track to achieve at least expected standards in reading, writing and mathematics by the end of Year 6 in 2017.
- Pupils enjoy books and demonstrate a good understanding of texts. Their reading skills are improving and standards in reading are rising across the school. However, some pupils have gaps in their learning when they join Year 3 which frustrate their efforts to read well. The introduction of phonics teaching in Year 3 has begun to improve pupils' reading strategies, although some still have gaps in their reading knowledge.
- Pupils make good progress in developing scientific knowledge and skills. The work in pupils' books illustrates increasingly secure use of scientific understanding to complete science investigations. They present their science work neatly and clearly and use a range of techniques to record their findings. Pupils are prepared well for the next stage of their science education by the end of Year 6.

School details

Unique reference number	126026
Local authority	West Sussex
Inspection number	10033072

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	362
Appropriate authority	The governing body
Chair	Fionnula Robinson
Headteacher	Shane Morton
Telephone number	01243 582400
Website	www.bishoptufnell.w-sussex.sch.uk
Email address	office@tufnell.org
Date of previous inspection	22–23 November 2012

Information about this school

- The school does not meet requirements on the publication of information about the impact of pupil premium funding on disadvantaged pupils' outcomes on its website.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is larger than the average-sized junior school.
- The proportion of pupils supported by the pupil premium is lower than that found in most schools.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.

- The school has a breakfast club which was included in this inspection.
- The senior leadership team comprises the executive headteacher and the head of school. The executive headteacher oversees Bishop Tufnell Junior School and Bishop Tufnell Infant School, sharing his time equally between the two schools. Both schools are located on the same site.

Information about this inspection

- Inspectors observed learning in 21 lessons or part-lessons, including eight paired observations with either the executive headteacher or with the head of school. Inspectors also visited the school's breakfast club during the inspection.
- Inspectors held discussions with the executive headteacher, head of school, senior leaders, a local authority representative, a diocesan representative, teachers, parents and pupils. They also spoke informally with parents at the start of the school day. Inspectors met with representatives of the governing body, including the chair of the governing body.
- Inspectors took account of 78 responses to the online questionnaire, Parent View, as well as views expressed by parents informally during the school day. They also took account of 21 responses to the staff questionnaire.
- Inspectors observed the school's work and considered a range of documents, including safeguarding policies, the school's improvement plan and information about pupils' progress and attendance.
- Inspectors looked at a sample of pupils' work provided by the school, as well as looking at pupils' work in lessons. They listened to pupils in Years 3 and 6 reading.

Inspection team

Julie Sackett, lead inspector	Ofsted Inspector
Neil Small	Ofsted Inspector
Krista Dawkins	Ofsted Inspector
Doug Brawley	Ofsted Inspector

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