

Bosham Primary School

Walton Lane, Bosham, Chichester, West Sussex PO18 8QF

Inspection dates

28–29 November 2018

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

Summary of key findings for parents and pupils

This is a good school

- Teaching, learning and assessment are good. Pupils make good progress because teachers know them well as individuals and understand what they need to succeed.
- Leaders are committed guardians of the school's inclusive values and reputation at the heart of the village.
- The school makes excellent provision for pupils' personal development. All pupils demonstrate extremely positive attitudes to learning. They take their school work seriously and make excellent contributions to school life.
- Pupils' behaviour is outstanding. Their conduct in and out of lessons is exemplary. They respect each other and staff in the school.
- Pupils benefit from an inspiring and vibrant curriculum inside and out of lessons. As a result, their spiritual, moral, social and cultural understanding prepares them well for the next stage in their education.
- Pupils achieve well, particularly in reading. Leaders have rightly identified that pupils need to make more progress in mathematics in order to achieve their potential. Recent improvements to the teaching of mathematics are leading to improved progress for current pupils.
- Governors provide strong leadership and hold leaders firmly to account for the performance of the school.
- Since the last inspection, leadership at all levels has been strengthened, with a sharp focus on academic achievement. Senior leaders have rightly identified that increased accountability for middle leaders would result in even better outcomes for pupils.
- Children flourish in the early years and are well prepared for Year 1. The early years curriculum and quality of teaching are going from strength to strength as leadership in this area improves.
- The headteacher ensures that families who face difficulties are supported extremely well so that their children attend well and make good progress. Parents wholeheartedly value this support.
- Most parents are highly satisfied with the school. A small number of parents would like their children to achieve more academic excellence. This ambition matches the plans leaders have for the school.
- A key strength of the school is its focus on physical fitness. Pupils are inspired by and enjoy all the opportunities to take part in sports and exercise.

Full report

What does the school need to do to improve further?

- Ensure that all groups of pupils make good or better progress in mathematics and achieve their potential.
- Improve the impact of leadership and management by:
 - ensuring that middle leaders monitor and evaluate their areas more precisely and are more accountable for pupils' progress in English, mathematics and the early years.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and her team have ensured that the school's core values of 'independence, creativity and emotional intelligence' are understood and cherished by staff and pupils. As a result, the school radiates a positive, nurturing and welcoming atmosphere. Staff, governors and pupils work closely as a team to improve the school and sustain its strong reputation at the heart of the village community.
- Over the last two years, following the appointment of the deputy headteacher, there has been an increased drive for academic excellence in the school. Leaders know the strengths and weaknesses in the school. They are focused on improving pupils' progress and ensuring that all pupils, including the most able, achieve what they are capable of, particularly in mathematics.
- Since the last inspection, the leaders responsible for English, mathematics, special educational needs and/or disabilities (SEND) and the early years have taken more responsibility for improving their areas and increasing pupils' progress. These leaders know that there is more work to do in order for them to be fully accountable for ensuring excellence. However, pupils' progress and attainment demonstrate that leaders' increased confidence is making a positive impact.
- Senior leaders and middle leaders ensure that teachers and teaching assistants benefit from high-quality training and professional development that will improve their teaching. Recent developments in the teaching of reading and mathematics have strengthened teachers' confidence and raised their expectations. Pupils' consequent good progress is self-evident.
- The curriculum is a strength of the school. Leaders consider pupils' interests, but also want to broaden their horizons to create, for example, future historians and geographers. Leaders and teachers design inspiring and motivating learning experiences that take pupils on a journey through subjects such as science, geography, history, art and technology. Within well-chosen topics, pupils practise their reading and writing skills and apply their mathematical knowledge. In this way, pupils build up a portfolio of memorable knowledge and understanding of the world around them.
- The school also makes sure that there are opportunities for outdoor learning, using the resources around the village and the seaside. Practical learning is not overlooked, for example by ensuring that pupils learn about water safety and how to swim strongly.
- Through the curriculum and the daily life of the school, staff's commitment to welcoming diversity and promoting equality shines through. Pupils make the most of opportunities to learn about different cultures and ways of life. For example, pupils study different religious faiths through the topic of 'Pilgrimage', which supports a full range of tasks and activities.
- A rich and varied programme of events and experiences fosters pupils' spiritual, moral, social and cultural development. Sporting challenges, music and performances help all pupils to feel that they belong and that they have a real stake in the school. Pupils' spiritual development is not neglected either. For example, pupils recently studied a memorable sequence of topics linked to Armistice Day. Pupils then led a moving service

of commemoration at the village church.

- Leaders and governors make sure that the pupil premium funding and sport premium are used effectively to meet academic and personal development goals. Staff and pupils have benefited from ambitious programmes to improve physical fitness and the teaching of dance and sports. As a result, pupils' physical fitness, well-being and consequent strong mental health stand out in this school.
- The school's provision for pupils with SEND is effective. Planning for these pupils is appropriate and enables them to make good progress academically and socially.
- Pupils learn how to be citizens and contribute to developments in the school. They gain a strong understanding of their duties and responsibilities, through the school council, the house system and high expectations of their conduct.
- Nearly all parents who contributed their views to the inspection are supportive of the school and its curriculum. Many parents are delighted at the support their children receive and how happy they are at school. Some parents commented on the way that leaders and staff have gone out of their way to help them as families. Others note the confidence and independence their children acquire. A small number of parents expressed the view that the school is not ambitious enough and does not stretch or challenge their children to achieve highly. This view is in line with the school's own aims and aspirations for the future, as confirmed by inspectors.
- West Sussex local authority provides support for the school, with recent advice and oversight increasingly useful. School leaders have also sought out some links with similar schools outside the local authority, which has helped them to gain a different perspective and to refresh their aspirations.

Governance of the school

- Governors provide incisive and perceptive oversight of the school's work. They challenge leaders through searching questions and candid discussions. Governors have also taken effective steps to make sure that they fully understand information about pupils' academic achievement. They are therefore well placed to test out whether school leaders' answers provide sufficient reassurance about pupils' progress and attainment.
- Governors visit the school routinely to build up closer working relationships with middle leaders and teachers. They take an active interest in pupils' work and their personal development as young citizens. Governors keep guard over the values of the school but are not afraid to question whether progress and academic attainment are good enough.
- Governors take careful account of developments in the local community and make sure that they listen to parents' views. They carry out their statutory duties diligently, including their oversight of safeguarding arrangements and their financial management of the school.

Safeguarding

- The arrangements for safeguarding are effective.
- As designated safeguarding leaders, the headteacher and deputy headteacher have ensured that they and their staff are fully up to date with training, following the latest guidance from the Secretary of State. Staff know pupils very well and are vigilant about any changes in behaviour or demeanour. Consequently, staff know exactly what to do if they have a concern, however apparently minor, about a pupil.
- Records relating to child protection and safeguarding are well organised and provide a helpful summary for other professionals who work to protect children. The headteacher has built up good relationships with other agencies in the local authority children's services and she knows what services to call upon for support.
- Checks on staff working in the school meet requirements, are kept up to date and are checked by governors responsible for safeguarding.
- School leaders 'go the extra mile' when supporting pupils who may be vulnerable because of family circumstances. They put children first and work to provide strong support for families in difficulties.
- The school has improved its site security since the last inspection. There is a comprehensive risk assessment for the use of the community recreation ground and admission to the school site. There is a strict routine for entry and exit to the school premises. Pupils appreciate the school's visitor badge system and regard the school as a safe haven.

Quality of teaching, learning and assessment

Good

- Teachers have good subject knowledge and pupils are confident in their teachers and other staff, because they know that they will help them to succeed. Teachers' planning takes account of the range of ability and prior attainment in their classes. In addition, teachers ensure that they develop interesting and motivating materials to inspire pupils and capture their sustained attention.
- Pupils benefit from teachers' consistent approach when introducing new topics and skills. For example, teachers habitually check what pupils know already and review how secure this is. They then check on pupils' gains in knowledge and understanding as they teach the planned sequence, with a final review of the progress that has been made. In this way, teachers quickly identify any gaps in pupils' acquisition of knowledge and understanding and make sure that they receive extra help.
- Teachers engender a positive atmosphere in lessons. Learning is its own reward for pupils and they are proficient at working alone, with each other and in responding positively to individual feedback from teachers and teaching assistants. Teachers make a virtue of the rather crowded classrooms by training pupils to use the 'breakout' spaces well when working things out on their own. In this way, pupils gain useful independent study skills and habits of persistence.
- Teachers use questioning well to test out pupils' understanding, recall and reasoning. Pupils respond well and are able to explain their thinking confidently, at length and eloquently.
- Classrooms and learning spaces are equipped with helpful resources and materials that

support pupils' learning. Teachers use high-quality texts to challenge pupils and open up their world, including through homework tasks. Pupils are inspired to try hard and take their learning seriously.

- Throughout lessons, there is a constructive focus on ensuring that pupils spell, punctuate and use grammar accurately. Teachers have found imaginative ways of encouraging pupils to check their work and learn from mistakes. As a result, pupils take an active responsibility for the accuracy and precision of their writing.
- Technology is also used effectively to help pupils to talk through work, rehearse ideas and to demonstrate how well they can reason mathematically. In this way, teachers can quickly check pupils' skills and progress without adding unnecessarily to their workload.
- Teachers and teaching assistants know pupils well. Teaching assistants are involved in planning and support pupils discreetly and effectively, so that they make good progress. Teachers and teaching assistants make sure that they focus on key groups of pupils to help them to achieve their potential or catch up.
- The quality of teaching, learning and assessment is not outstanding because the teaching of mathematics is not as effective as the teaching of English. Leaders have responded to the changes in the mathematics curriculum and have provided staff with useful training. As a result, the teaching of mathematics is improving and pupils are making more progress. However, leaders have correctly identified that teachers need to develop even more confidence with the new approaches to ensure better outcomes at the end of key stage 2.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school's values and ethos make a huge impact on pupils' personal development. In turn, pupils themselves make superb contributions to the school's positive atmosphere.
- Pupils are happy citizens of the school. They also take their studies and extra-curricular activities very seriously. They are proud of their work, their personal progress and the impact they have on each other. They want to take part in what the school offers, and they definitely have a stake in the school's development. The school fosters a sense of duty and independent spirit, which sets up pupils extremely well for the next stage of their education.
- Visitors enjoy a friendly and courteous welcome from pupils, who want to meet people and talk about their work. However, this is not at the expense of pupils settling down to their lessons and getting on with what needs to be done.
- Pupils value and respect each other, not just in their own classes, but also in other year groups. Older pupils plan programmes, such as fitness sessions, for the younger pupils, showing instinctive empathy and impressive attention to detail. Pupils see it as their duty to lead and take part in activities.
- Pupils do not believe that there is much, if any, bullying, in the school. However, they

are confident that any unkindness will be dealt with well.

- An excellent focus on sports and physical fitness ensures that pupils acquire long-lasting habits of exercise and healthy eating. This helps to promote their mental health, as well as being a contributory factor to the low rates of obesity in the school.
- Pupils also benefit from the well-organised before- and after-school clubs, which appeal to their interests and further contribute to their high self-esteem, security and confidence.
- Pupils have a strong understanding of e-safety. They are knowledgeable about the school's systems and understand how to use social media and the internet safely.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' conduct around the site and in lessons is impeccable. They treat formal occasions, such as assemblies, with solemnity and respect. In class, there is a 'buzz' of work-focused talk when permitted, but when prompted, pupils listen attentively with few reminders needed.
- Low-level disruption to learning is very rare. Breaktimes and lunchtimes are relaxed, but orderly.
- The school has not needed to exclude any pupils for several years. Any pupils who have behaviour difficulties when they join the school soon settle into the school's routines and expectations, and their behaviour and welfare improve.
- Pupils do not use derogatory language and it is rare for pupils to tease each other unkindly.
- Attendance rates are in line with or above national figures over time. The small number of pupils who are persistently absent are pursued tenaciously by the headteacher and their attendance improves.

Outcomes for pupils

Good

- Pupils make good progress in reading. Results from the phonics screening check are consistently above national figures. Pupils enjoy reading and benefit from a wide choice of books, which are now better pitched and organised to challenge them. Pupils read with sophisticated inference and comprehension, with more reaching greater depth.
- Pupils' writing is a growing strength in the school. Pupils are encouraged to write across different curriculum subjects, right from the early years, and they produce sophisticated and accurate assignments. There are clear signs of rapid improvement in pupils' spelling, punctuation and grammar. Pupils enjoy writing and are proud of their creative work.
- End of key stage 2 outcomes in mathematics over the last three years have been disappointing. These are as a result of changes in staffing and an unsettled period in the school, together with the reforms to the national curriculum. The school is now able to demonstrate that current pupils are making better progress in mathematics in all year groups. Children in the early years quickly acquire secure number skills and

older pupils grapple more confidently with reasoning and problem-solving. Progress in mathematics is now back on track, but leaders are wisely focusing their attention on this area as they know there is a need to improve.

- Pupils make good progress throughout other curriculum subjects. The well-planned curriculum enables them to make strong gains in a range of different areas, including religious education, history, geography and science.
- Pupils who are disadvantaged make good progress overall, including those from service families who are eligible for the pupil premium. The school makes sure that there is additional help for any pupils who may not be achieving as well as their peers or who have gaps in their knowledge, skills and understanding. Pupils who join the school at times other than the beginning of the academic year quickly catch up and make good progress.
- Pupils who have SEND are well supported to progress well against their individual targets. They also achieve good outcomes in their personal development, social skills and behaviour.
- The school has ensured that pupils are prepared well for secondary school. Parents and governors told inspectors that pupils who have left the school go on to achieve well in Year 7 and beyond.

Early years provision

Good

- The early years provision is a growing strength of the school. Leadership in this area has improved since the last inspection. The early years leader sets ambitious targets and is keen to ensure that she is more accountable for children exceeding expectations.
- The early years area is well resourced, and activities are interesting and purposeful. The curriculum is exciting and extends children's horizons, while initiated by their interests. Teaching takes account of the school's aims to improve pupils' literacy and mathematics. Activities are designed specifically to get children off to a good start with their phonics, writing and understanding of numbers.
- Children respond very well to all that is on offer and are excited and curious about their learning. For example, when taught specifically about numbers and measurements, children chose different activities to try out their own counting and measuring. They sustained their interest and practised these skills with enjoyment. In a similar way, children enjoy trying out what they have learned in their phonics sessions. Children also make the most of opportunities to write and draw, whether inside or in the well-organised outdoor areas.
- Relationships between adults and children are very positive and adults confidently engage pupils effectively. Children can sustain their interest and concentration because learning routines are very well established.
- Adults in the early years make sure that they provide children with challenge through conversation, questions and vocabulary. Every opportunity is taken to model high-quality language with children.
- Children who have SEND are well supported in the early years. They soon settle in,

work with or alongside other children and make progress academically and socially.

- Parents are very supportive of the communication from the early years staff and are supported to get involved in their child's learning.
- Children are safe in the early years. They quickly learn age-appropriate routines and habits that help them to behave well and be prepared for the demands of Year 1. Their happy independence and confidence sets them up securely for the future.

School details

Unique reference number	125819
Local authority	West Sussex
Inspection number	10058181

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Marcus Robst
Headteacher	Deborah Allen
Telephone number	01243 572 375
Website	www.boshamprimary.co.uk
Email address	head@boshamprimary.co.uk
Date of previous inspection	7–8 May 2015

Information about this school

- Bosham Primary School is smaller than average. The proportion of pupils with SEND is lower than the national average, as is the proportion of disadvantaged pupils.
- There is higher mobility in-year than in most primary schools. A number of pupils with families in the armed services attend the school.
- The headteacher was in post at the last inspection.
- The current deputy headteacher joined the school in September 2017.

Information about this inspection

- Inspectors observed teaching and learning in all classes and in a range of subjects, including in the early years. On a tour of the school, inspectors observed clubs and activities taking place before school started.
- A sample of pupils' work was selected for detailed scrutiny. Inspectors also reviewed pupils' work in lessons.
- Meetings were held with senior and middle leaders, staff, governors and the local authority link adviser.
- Inspectors reviewed the school's arrangements for safeguarding. They also reviewed information about pupils' attendance and behaviour.
- Inspectors spoke to pupils in and out of lessons and held a formal meeting with a representative group of pupils. Inspectors heard pupils read in and out of lessons, visited assemblies and observed a rehearsal for the school production.
- An inspector met with three parents and spoke to parents at the end of the school day. There were 88 responses to Parent View from parents, most of whom contributed comments to the free-text. Their views were taken into account alongside other evidence.
- A range of documentation was reviewed, including the school improvement plan, minutes from governors' meetings and information about the curriculum. The school's analysis of pupils' end of key stage outcomes and current progress was scrutinised.

Inspection team

Janet Pearce, lead inspector

Her Majesty's Inspector

Dylan Davies

Her Majesty's Inspector

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