

# Central CofE Academy

Orchard Street, Chichester, West Sussex PO19 1DQ

## Inspection dates

27–28 March 2019

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- This school has made good progress since its last inspection. However, it still requires improvement in a number of aspects in order to become good.
- Pupils do not leave the school having reached high enough standards. Attainment at the end of Year 6 is improving but remains lower than it should be.
- The quality of teaching is not yet good throughout the school. Pupils do not always get work that is challenging enough. This is resulting in some pupils not making the progress they are capable of.
- The curriculum is new and not yet established. As a result, it does not give pupils the knowledge they need to be ready for the next stage in their education.
- Leaders' oversight of the progress pupils make is not yet robust enough to ensure that pupils fulfil their potential.

### The school has the following strengths

- The determined efforts of leaders and staff have led to improvements in all areas.
- Leadership in the school is now good. Senior leaders have established a culture of learning and respect within the school. As a result, most pupils are actively engaged in their learning.
- Behaviour is good. Leaders have a high profile in the school and high expectations of behaviour. As a result, pupils are calm in and around the school.
- The majority of parents and carers are supportive of and positive about the school. They are pleased with the improvements in the school and say that their children are safe and happy.
- The multi-academy trust (MAT) has a firm hand on the school. Senior leaders in the MAT closely monitor the school to ensure that pupils are safe and making progress.
- Pupils are safe and happy. The school is calm. Pupils are sensible, caring and well behaved.

## Full report

When Central CofE Academy was inspected in May 2017, it was judged to require special measures. Subsequently, the school has received five monitoring inspections. At the previous monitoring inspection, leaders and managers were judged to be taking effective action towards the removal of special measures.

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

### What does the school need to do to improve further?

- Leaders in the school and MAT should improve outcomes for pupils by ensuring that:
  - the curriculum provides pupils with the knowledge they need to be ready for the next stage in their education
  - accurate assessment and tracking information identifies pupils who should be making more progress.
- Improve the quality of teaching, learning and assessment by making sure that:
  - teachers understand what pupils know and can do and use this information to ensure that work closely matches the learning needs of all pupils
  - pupils, especially the most able, receive activities that are challenging enough.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher, well supported by other leaders, has rekindled the spirit of the school. As a result, pupils say that they feel that the school trusts and cares for them. Pupils in the school value the support and attention they now receive. Leaders have worked with staff to create a compassionate atmosphere based on positive and respectful relationships. Now, pupils behave well because they are well cared for.
- Leaders have successfully improved the quality of teaching. New staff feel well supported. A range of approaches have been successful in ensuring that staff have the skills and knowledge required to meet the needs of pupils. For example, staff have received effective training for the new approaches to reading and the wider curriculum.
- Middle leaders are beginning to have a positive impact on improving their areas of responsibility. English and mathematics subject leaders are providing good role models for other staff. They are beginning to improve teaching across the school. The guidance and training provided for all subject leaders have proved successful in helping them to introduce a standard approach to their work.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils have a good understanding of life in modern Britain.
- Leaders ensure that the additional sport and physical education funding is used effectively. Pupils have access to a growing variety of sporting events and activities. Furthermore, this is checked to ensure that disadvantaged pupils increasingly benefit from planned activities. The take-up of after-school clubs is high.
- The use of additional funding to support the needs of disadvantaged pupils is improving. However, the support for disadvantaged pupils is not yet sufficiently precise or checked to ensure that these pupils make good progress.
- Over time, the leadership and oversight of support for pupils with special educational needs and/or disabilities (SEND) have not been consistent. Recent changes have addressed the weaknesses in support for these pupils. The new special educational needs coordinator has been well supported by an experienced colleague from the MAT. This has resulted in increased support for teachers and better oversight of the day-to-day support pupils receive. As a result, pupils with SEND are beginning to make stronger progress.
- A new curriculum was recently introduced. Although leaders have taken steps to make sure that it covers the requirements of the national curriculum, it is not targeted at the specific needs of pupils in the school. This is because it does not fill the gaps in knowledge pupils have as a result of the previously inadequate teaching. Consequently, the curriculum does not yet prepare pupils for the next stage in their education.
- Leaders do not yet have access to accurate information about the progress that pupils make. New systems have been introduced but these have not yet had time to produce valuable information. As a result, leaders in both the school and the MAT are not able to hold staff fully to account for the progress pupils make.

## Governance of the school

- The MAT has rightly taken steps to address previous weaknesses in governance. The combined core executive group and local governing body are now providing effective oversight of the work of the school. The school has rapidly improved since this new group has been in operation.
- The MAT has introduced a more rigorous and systematic approach to monitoring safeguarding in the school. The core executive group considers safeguarding at every meeting and regularly checks the effectiveness of this aspect of the school's work. As a result, leaders have effective oversight of how well the school keeps pupils safe.
- The core executive group and local governing body do not have enough reliable information about the progress that pupils make. They are currently over-reliant on information showing short-term progress. In some cases, this is resulting in low expectations of the progress that pupils can make.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a culture that keeps pupils safe. Senior staff in the school and the MAT have developed a thorough approach to recording concerns about pupils' well-being. This systematic approach ensures that all information is well kept and readily available. Adults working in the school have a secure understanding of their role in keeping pupils safe.
- The school's approach to monitoring the well-being of pupils has been strengthened. A consistent approach is beginning to identify pupils with issues before those concerns become too big. This has resulted in a methodical approach to ensuring that pupils get the support they need. For example, staff have regular opportunities to share and discuss any concerns and worries they may have about pupils' well-being.

## Quality of teaching, learning and assessment

## Requires improvement

- Lessons are not challenging enough to ensure that pupils fulfil their potential. This is particularly the case for the most able. This is because teachers do not quickly identify gaps in pupils' knowledge left behind by previous weak teaching. Consequently, pupils are not rapidly catching up in their learning, and teachers are not identifying pupils who have fallen behind.
- Teachers do not consistently check whether pupils have the knowledge they need to complete tasks or what aspects of a task pupils do not know or understand. This means that activities are not always suitably designed to help pupils make the progress they are capable of.
- The wider curriculum, although improving, does not yet ensure that pupils have the knowledge they need. Although pupils experience the broad curriculum they are entitled to, the sequence of knowledge that pupils need to learn for each subject is not clear. As a result, pupils have gaps in their knowledge that prevent them from building on what they already know.

- The behaviour of pupils in lessons has significantly improved. Lessons run smoothly, with no interruptions. Pupils say that low-level disruption is very rare. This calm atmosphere is the result of a consistent approach from leaders and staff that is well known and understood by everyone. Although pupils are well behaved in lessons, some pupils are not as engaged in their learning as they need to be to fulfil their potential, particularly when lessons are not sufficiently challenging.
- In mathematics, there are clear expectations for how lessons will be planned and delivered. Where these expectations are being delivered, teaching is more effective and pupils make good progress. A good example of this can be seen in the introductory activities delivered at the beginning of some lessons. When used well, teachers use these tasks to quickly assess what pupils understand. This then provides the stretch that most-able pupils need, enabling them to make better progress because they go straight on to more challenging activities.
- The teaching of reading has recently improved. Leaders have introduced a clear approach to how reading is taught that is beginning to be delivered consistently across the school. As a result, pupils are reading more regularly at school and at home. They are also listening to stories every day. This approach to reading is now also used as the basis for the wider curriculum, with most subjects taught using a range of high-quality texts.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are safe and happy. Older pupils in the school say that behaviour has improved because of the headteacher's 'strict and kind' approach.
- Leaders have introduced a comprehensive approach that considers all areas of pupils' personal development. Staff receive ongoing training, and senior leaders regularly check to see how effectively this training is applied. The personal, social, health and economic curriculum is designed to prepare pupils well for life. This strong aspect of the school is making a significant contribution to the positive culture in the school.
- The high expectations of behaviour are not yet consistent at all times of the school day.

### Behaviour

- The behaviour of pupils is good.
- Leaders have a high profile in the school, reinforcing high expectations of behaviour and ensuring that pupils are on-task. This has led to a consistent approach that is well known and understood by pupils and staff alike. As a result, most pupils now behave well, treating staff and each other with kindness and respect. Sanctions and rewards are successful and encourage pupils to be calm and thoughtful.
- Leaders have introduced a number of approaches to support pupils with more complex needs. This has reduced the amount of challenging behaviour in the school. A good

example of this is the better outcomes being achieved by pupils who are at risk of being excluded.

- Pupils' attendance has improved. Leaders now act quickly to address any poor attendance and have introduced a range of approaches to support pupils' good attendance. For example, changes to the start of the day have increased attendance and reduced lateness. As a result, rates of attendance have improved and are now broadly in line with national averages.
- Pupils say that bullying is now rare. They say that this is because staff always listen to them and address their concerns. Pupils understand the anti-bullying approach and say that staff really care for them.

### Outcomes for pupils

### Requires improvement

- Pupils are not yet making enough progress to reach their potential. The standards pupils reach by the time they leave the school have improved but are still not high enough. With the better-quality teaching and improved behaviour, pupils now make more progress in their lessons. However, teaching is not yet strong enough to ensure that pupils with gaps in their knowledge are given the support they need quickly enough.
- Systems to identify gaps in pupils' learning are not yet secure. Not all teachers have the subject knowledge that they need to ensure that they can assess accurately what pupils know and understand. The system to track pupils' progress is in its infancy and provides only limited information. Other forms of assessment, such as monitoring the work in pupils' books, are not yet robust enough to be reliable. Consequently, pupils who are not making enough progress are not quickly identified.
- There is no difference between the progress of disadvantaged pupils and other pupils in the school. Disadvantaged pupils, like those with SEND, are now well supported and closely monitored. Pupils with the highest level of need, and those with the most challenging behaviour, increasingly get the support they need. Recent evidence shows that these pupils are beginning to make better progress. This is the result of a greater awareness of their starting points and more effective and consistent classroom support.
- Pupils are beginning to make more progress in reading. The clear strategy for the teaching of reading is leading to more effective and regular opportunities for pupils to practise their reading skills. The regular opportunities for pupils to listen to good-quality stories are also increasing pupils' enjoyment of books. Leaders have acted to ensure that all pupils have the secure phonics knowledge they need to become fluent readers.

## School details

Unique reference number	143553
Local authority	West Sussex
Inspection number	10056598

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	Academy sponsor-led converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	Board of trustees
Chair	Mark Talbot
Headteacher	Richard Hall
Telephone number	01243 783 709
Website	<a href="http://www.centralceacademy.org">www.centralceacademy.org</a>
Email address	<a href="mailto:office@centralschool-chichester.org.uk">office@centralschool-chichester.org.uk</a>
Date of previous inspection	17–18 May 2017

## Information about this school

- Since the last inspection, a new headteacher and senior team have been appointed. Several teachers have left the school and new staff have been appointed. The previous governing body has been replaced by a core executive group.
- The school is a member of the Diocese of Chichester Academy Trust. The trust has provided schools leaders with support from academy-to-academy improvement partners.
- This is a Church of England primary school. The last section 48 inspection of the school's religious character took place on 11 February 2016.

## Information about this inspection

- Inspectors spoke to pupils throughout the inspection, both during lessons and around the school. Inspectors also met with groups of pupils who have additional responsibility in the school for promoting reading and friendship.
- Inspectors spoke to parents at the start of the day and took into account 52 responses to the online questionnaire, Parent View.
- A range of documents were considered, including records of pupils' attendance, behaviour and safety, and the school's information about pupils' achievement.
- Inspectors observed teaching and learning in 16 lessons and parts of lessons, all of which were carried out jointly with senior leaders. Inspectors scrutinised work in pupils' books.
- Meetings were held with senior leaders, staff, pupils and five members of the core executive group, currently operating as the local governing body. One inspector also met with an external consultant offering challenge and support to school leaders.

## Inspection team

Phil Minns, lead inspector

Her Majesty's Inspector

Linda Appleby

Ofsted Inspector



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