

Inspection of a good school: Tangmere Primary Academy

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

Inspection dates:

19–20 November 2019

Outcome

Tangmere Primary Academy continues to be a good school.

What is it like to attend this school?

Everyone wants pupils to do their best and be successful here. This drive starts with senior leaders, but all staff are behind them. The school's curriculum enables pupils to achieve well in a range of subjects.

Pupils and staff get on well together. They show each other politeness and respect. Classrooms are happy, busy places where everyone focuses on learning. Pupils enjoy learning and behave well, both in lessons and at free times.

Pupils feel safe and well cared for. They trust adults to look after them and to listen to any worries that arise. Staff live up to these expectations. For example, if a pupil is on their own on the playground, a member of staff notices and checks that all is well. If necessary, they find a friend for the pupil, or help to repair a broken friendship. This atmosphere of kindness and respect leaves no room for bullying. Pupils know about bullying but feel safe from it.

Parents are very happy with the school. Many spoke about how much their children liked coming to school. One parent said: 'They love learning and are so keen to show me every day what they have learned.'

What does the school do well and what does it need to do better?

The success of this school reflects the high expectations of senior leaders and the multi-academy trust. They know the school thoroughly and are determined that it will continue to improve. Staff in the school are fully behind leaders. They all want the best for pupils here. In return, pupils behave well and work hard. Bullying is never tolerated.

The curriculum enables pupils to learn well in a range of subjects. Teachers understand what pupils must know and be able to do at the end of each year group. Before starting something new, teachers check what pupils have already learned. In this way, pupils build their learning over time. Teachers often help pupils to remember important facts. For

example, pupils practise spellings and times tables regularly to help in this. They also regularly revise knowledge in other subjects. For instance, pupils remember the names of forces acting on an aeroplane in flight. However, sometimes pupils struggle to recall knowledge that they have learned before if they have not recognised it as being important.

Everyone is determined that pupils will learn to read well. All children begin to learn phonics as soon as they start in the Reception class. Those who join the school in the Nursery get off to a great start with learning to read. Teachers use assessment well to check that pupils are keeping up with the curriculum. When pupils get stuck, there is help from expert teachers. The school provides good support for pupils who have special educational needs and/or disabilities (SEND). All but a tiny handful of pupils leave key stage 1 as capable and fluent readers.

The English curriculum is planned around interesting and challenging texts. Pupils gain lots of ideas for their own writing from these. They write well. Pupils learn to read between the lines to see layers of meaning. They discuss texts, talking about characters and storylines. However, older pupils are less confident when analysing texts for themselves. For example, they sometimes find it hard to explain clearly why characters might have acted as they did.

The mathematics curriculum helps pupils to achieve well. Teachers plan lessons carefully. They make sure that pupils have got to grips with one idea before moving on to the next. Pupils learn to think deeply about mathematics. They search for patterns and try to explain them. Pupils use reasoning well, for example in deciding whether a statement is sometimes, always or never true.

Many activities and opportunities support pupils' wider development. Pupils start to understand issues in the wider world and how they can have a positive impact on these. For example, they visit interesting places such as a local home for people with dementia. They learn important life skills, like how to look after money. As pupils go through the school, they enjoy a range of opportunities to take on responsibilities. These include being playground leaders and raising money for charities.

Children in the early years enjoy a strong start to their schooling. Teachers and staff lay a strong foundation for future learning. Children become absorbed in the many well-judged activities on offer. Children settle quickly in the safe, calm environment. Staff make learning across the curriculum fun. Parents are very happy with the early years provision.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel completely safe in school. They trust adults to listen to any worries that pupils take to them. Pupils learn how to stay safe both in and out of school.

Those with direct responsibility for safeguarding fulfil their responsibilities diligently. They are keenly aware of the risks that pupils in this community face and help pupils to stay

safe. Staff have received training and up-to-date information about safeguarding. All know they must be vigilant and report concerns using the school's procedures. Leaders follow up these concerns carefully. If they need to they will seek advice from other experts.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils enjoy books and read well. They discuss books and texts in class in some depth, showing insight and understanding. However, as pupils move through key stage 2 their written work focuses mainly on finding answers in the text and more basic comprehension skills. Leaders should ensure that pupils have regular opportunities to demonstrate and develop inference and more complex reading knowledge and skills when working independently.
- Leaders understand the importance of helping pupils to remember things that they have learned, and thus build a body of connected knowledge over time. Pupils do this well in English, mathematics and some curriculum subjects, such as history. Teachers understand what pupils need to learn and make lessons interesting and often exciting for pupils. They also provide opportunities for pupils to revise previous learning. However, pupils do not always recall the knowledge that is most important and therefore will enable them to make connections with new knowledge. Leaders should sharpen the curriculum so pupils embed key subject-specific skills and knowledge and can connect them to their learning in new topics.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 27–28 April 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138049
Local authority	West Sussex
Inspection number	10111364
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	Board of trustees
Chair of trust	Gaenor Bagley
Headteacher	Paul Turney
Website	www.tangmere-tkat.org
Date of previous inspection	27–28 April 2016

Information about this school

- There have been no significant changes since the last inspection.
- Tangmere Primary Academy is part of TKAT (The Kemnal Academies Trust), which is a large, multi-academy trust in the south east of England.

Information about this inspection

- I met with the headteacher regularly throughout the inspection. I also met with the deputy and assistant headteachers, one in her role as the special educational needs coordinator. A meeting was held with a representative of the board of trustees. I met with several parents on the playground at the start of the school day.
- I did deep dives in reading, mathematics and science. These deep dives consisted of linked activities to gather evidence about how well pupils are helped to gain knowledge and skills. I had a discussion with the headteacher and meetings with the leaders of each of these subjects. I visited lessons in all year groups, including the Nursery. I spoke to pupils and teachers from these lessons and looked at their work. These work scrutinies were carried out with subject leaders.
- I spoke to pupils and staff throughout the inspection to understand the school's safeguarding arrangements. This was in addition to a meeting with the headteacher to discuss how the school keeps pupils safe. Safeguarding was also discussed at the

meeting with the representative of the trustees. I also looked at various documents relating to safeguarding, including a case study of a vulnerable pupil.

- I considered 27 responses to Ofsted Parent View and 17 responses to the staff survey. There were no responses to the pupil survey.

Inspection team

Bruce Waelend, lead inspector

Ofsted Inspector

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