

# Inspection of Bishop Tufnell Church of England Primary School, Felpham

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

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Inspection dates: 6 and 7 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils are happy at school and enjoy their learning. Leaders ensure that everyone is included. Pupils value the friendships they forge with their classmates and that kind staff help them to learn. This is a school where all pupils are cherished.

Pupils' well-being is a priority for everyone in the school. Pastoral care is strong. As a result, pupils feel safe in school and well supported by staff. Right from the start of early years, staff have high expectations for children's achievement and especially behaviour. Pupils now behave well throughout the school. Staff provide effective support for pupils who need help to manage their behaviour and emotions. Pupils trust adults to listen to them if they have any concerns or worries, including about bullying. They know that staff will act quickly to sort out any problems.

Pupils enjoy a range of clubs, trips and visitors to school. They appreciate the special events and themed weeks that motivate and inspire.

Leaders are united in their passion and ambition to provide the best education. Leaders have got this school back on track and brought about steady improvement. Pupils are proud of their school and feel that they belong to the community it serves.

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

Leaders and governors do the right things in the right order. For example, they prioritised curriculum development, after behaviour and staffing had been stabilised. More experienced subject leaders have made sure that knowledge and skills are taught in a clear sequence over time, for example in mathematics and history. Pupils achieve well in these subjects because they build knowledge and skills. In some foundation subjects, subject leadership is at an earlier stage of development.

Leaders and teachers do not use assessment consistently in foundation subjects. For example, it is not always used to check for understanding or to embed knowledge. Leaders know that there is still some variation in the quality of some teaching and are effectively addressing this.

Pupils with special educational needs and/or disabilities (SEND) are quickly identified, and individuals' needs precisely pinpointed. Staff use this information well, providing just the right amount of support for pupils to access the curriculum and learn well. Staff feel well supported by leaders, which helps create a positive environment where pupils are ready to learn. Pupils with SEND also develop their independence and a strong work ethic.

Reading is centre stage at this school. A strong focus on communication and language in early years gets children ready for learning phonics. Phonics is well planned and taught effectively. This helps younger pupils get off to a strong start in learning to read. Staff check carefully how pupils are doing and adapt lessons

accordingly. Adult support is used appropriately to ensure that those who are struggling with reading get the help they need quickly. Teachers passionately promote a love of books. They use a range of high-quality texts to entertain and inspire pupils in their writing and help build their vocabulary.

Strong relationships and a culture of mutual respect have changed behaviour. Pupils behave sensibly and work with positive attitudes. The school provides well for pupils' all-round development. They are taught to be courteous and to value everyone. Pupils understand that discrimination is never tolerated. Children in early years learn how to regulate their behaviour and follow clear routines. This helps them focus on their learning. Pupils are considerate and polite in classrooms and at social times.

Leaders have ensured that there is a range of opportunities for pupils to develop personally as well as academically. Pupils know why it is important to respect themselves as well as others. They learn to look after their bodies and minds. Pupils build on this by considering how to look after others and how to be a good friend. Pupils embrace opportunities to take on responsibilities that develop their confidence, independence and citizenship. Leaders have put together a programme of special events and curriculum enrichments that enhance pupils' learning and experiences.

Governors provide high levels of support for the leadership of the school, particularly during recent difficult times of instability around staffing. They have provided stringent challenge where needed, especially around curriculum development. The drive to raise standards has created more work for staff. Some feel overwhelmed in spite of support, or any extra time given recently. However, most staff can see the light at the end of the tunnel.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders take the safeguarding needs of all pupils seriously. They have devised and implemented rigorous procedures to ensure that records are maintained well. Leaders ensure that all staff are well trained and alert to any potential risk. Governors regularly monitor safeguarding practices in the school. The school has a strong culture of nurture as well as vigilance. Staff know the pupils as individuals and work effectively as a team to care for them. Leaders work productively with families to help support them when there is difficulty. They communicate well with other agencies and are persistent in securing the right resources for those who need help.

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

### **(Information for the school and appropriate authority)**

- Effective use of assessment in the foundation subjects is not yet consistently in place. Teachers are therefore not always confident in knowing how secure pupils

are in their knowledge and understanding. Leaders should carefully monitor the effectiveness of assessment to ensure that pupils know and remember more across the school's curriculum.

- Some staff do not have the knowledge and skills they need to teach all the areas of the curriculum consistently well, for example in history and art and design. This has an impact on the consistency of teaching and affects how well pupils achieve. Leaders should ensure that staff are trained so that they have the subject and pedagogical knowledge they need to plan and teach all subjects effectively.

## 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 information from Ofsted Parent View 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 are the school and you are 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

<b>Unique reference number</b>	126050
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10227467
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	460
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Challis
<b>Headteacher</b>	Nick Sharp
<b>Website</b>	<a href="https://btjs-wsussex.secure-dbprimary.com/wsussex/primary/btjs">https://btjs-wsussex.secure-dbprimary.com/wsussex/primary/btjs</a>
<b>Date of previous inspection</b>	17 March 2022, under section 8 of the Education Act 2005

## Information about this school

- Bishop Tufnell Church of England Primary School was created by merging Bishop Tufnell Church of England Infants School and Bishop Tufnell Church of England Voluntary Aided Junior School in 2018, under one governing body and one headteacher.
- The school is much larger than the average-sized primary school.
- This school is a voluntary-aided Church of England primary school and received separate section 48 inspections in March 2017 for the predecessor infant school and in November 2016 for the predecessor junior school.
- There is a breakfast club run on site and managed by the school.
- The school does not currently use any alternative provision.
- In recent years, there have been difficulties with staff recruitment, a change of staffing structure and instability in the wider leadership team.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the third routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the ongoing impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, deputy headteacher and the special educational needs coordinator and inclusion lead. The lead inspector met with four governors, including the chair of governors. The lead inspector also spoke with a representative from the local authority and the Diocese of Chichester.
- Inspectors carried out deep dives in reading, mathematics, history, and art and design. For each deep dive, inspectors discussed curriculum thinking with leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The lead inspector also heard pupils read aloud.
- To inspect safeguarding, inspectors reviewed a wide range of safeguarding documentation, including the school's record of recruitment checks and records of concerns about child protection. An inspector met with the deputy designated safeguarding lead. Inspectors also spoke with leaders, pupils and staff about safety and child protection.
- The lead inspector reviewed a range of documentation, including leaders' self-evaluation of the school and school improvement plans.
- Inspectors took account of the responses by parents and carers to Ofsted's survey, Parent View, and parents' written comments. An inspector also talked with parents on the morning of the first day of the inspection.
- Inspectors gathered pupils' views about their learning, what behaviour is like at the school and whether they felt safe. Inspectors also talked to pupils about their views on personal development.
- Inspectors met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff survey.
- Information about pupils' behaviour and attendance and incidents of bullying was reviewed.

## **Inspection team**

Gareth Flemington, lead inspector	Her Majesty's Inspector
Judith O'Hare	Ofsted Inspector
Mo Galway	Ofsted Inspector

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