



Bishop Luffa Church of England School, Chichester

Inspection Report

Unique Reference Number 126097
LEA West Sussex
Inspection number 282059
Inspection dates 21 November 2005 to 22 November 2005
Reporting inspector Gulshanbir Kayembe RISP

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

Type of school	Comprehensive	School address	Bishop Luffa Close
School category	Voluntary aided		Chichester
Age range of pupils	11 to 18		West Sussex PO19 3LT
Gender of pupils	Mixed	Telephone number	01243 787741
Number on roll	1367	Fax number	01243 531 807
Appropriate authority	The governing body	Chair of governors	Ms Rachel Moriarty
Date of previous inspection	16 May 2000	Headteacher	Mr Nick Taunt

Age group	Inspection dates	Inspection number
11 to 18	21 November 2005 - 22 November 2005	282059

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Introduction

The inspection was carried out by five additional inspectors.

Description of the school

Bishop Luffa Church of England School is a specialist technology college with a sixth form. It has 'leading edge' status as well as Arts Mark and Travel Mark awards. Pupils come from a wide range of social and economic backgrounds but overall these are favourable, which is reflected in the low eligibility for free school meals. The vast majority of pupils are White British, with a few from minority ethnic groups. No pupil is at an early stage of learning English as an additional language.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Bishop Luffa is a good school with some outstanding features. It provides an effective quality of education for its pupils. However, the school rates itself as being better than this but the evidence from the inspection does not fully support this view. Nonetheless, the school is very successful in enabling pupils to make good progress and reach standards of work that are significantly above average. Teaching and learning are good and the school is well led and managed. Pupils' personal development is a major strength and is actively nurtured so that they emerge as well-rounded and mature individuals by the time they leave school. Care, support and guidance are also of outstanding quality. A wide range of initiatives focused on developing provision, particularly through the school's leading edge status, benefits pupils' learning well. The 'transforming learning' project, again part of the school's leading edge work, has been particularly successful in encouraging pupils to share their views and to contribute to school decisions.

Through its detailed self-evaluation, the school has clearly and accurately pin-pointed the areas for further development. Although it has been over-generous in grading some aspects of its work, the school is not complacent and continually strives to do better by its pupils. The issues in achievement in science are well known to the senior staff and they are working with the head of science to rectify them. The school and the headteacher in particular, show a very strong commitment to including all pupils and are particularly aware of the need to ensure that the small number of lower-attaining pupils and those with behaviour difficulties are served well by the school. Although there is good curricular provision for these groups in Years 10 to 11, lessons, particularly in Years 7 to 9, do not always meet some of these pupils' needs adequately enough.

The issues from the last inspection have been tackled well and the school's capacity for further improvement is good. Overall, the school provides good value for money.

Effectiveness and efficiency of the sixth form

Grade: 2

This is a good sixth form, with several strengths. The sixth form caters mostly for able students. Their appetite for learning, their love of the school and the good teaching result in exceptionally high standards and good achievement. The school's view of its sixth form as outstanding is too generous as some students could be doing better than they currently are. Personal development is outstanding: students are mature, confident and articulate, as is evident in their presentation of an assembly on poverty. They enjoy the opportunity to help younger pupils. The leadership of the sixth form is good and is rightly popular. Students value the excellent personal guidance they receive. The sixth form offers good value for money.

What the school should do to improve further

- ensure that teachers expect more from all lower-attaining pupils to help improve their progress
- improve the achievement in science in Years 7 to 11.

Achievement and standards

Grade: 2

Pupils achieve well. Standards are significantly above average, with the school's results in GCSE and A level examinations in the top 25% of schools nationally. The school's evaluation of achievement is better than that indicated by inspection evidence, largely because the school has looked more closely at examination results than at progress to arrive at this view. Achievement is good in the sixth form. A-level results continue an upward trend, although some students could do better. Pupils make strong progress by Year 11 when compared with their above average attainment when they start in Year 7. Action taken by the school has resulted in recent and significant improvements in art and design and mathematics at GCSE level. Achievement in these subjects is now strong and comparable with that in English, modern languages, history and music. However, pupils do not achieve as well in science as in their other subjects. The school is aware of this and is taking steps to tackle the underlying causes.

Progress in Years 7 to 9 has in the past been satisfactory rather than good, due to weaker performance in mathematics and science. Improvement in the teaching of mathematics has been as effective in improving achievement in Years 7 to 9 as at GCSE. Although some good improvement has also been secured in science, the ablest pupils are not achieving well enough.

The majority of pupils with learning difficulties or disabilities are well supported and make good progress. However, some lower attainers at times make unsatisfactory progress in lessons. Those from minority ethnic backgrounds achieve well and perform as well as others. The school sets very challenging targets which it does not always meet. Nonetheless, the results confirm that achievement is good overall.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils are outstanding. Pupils are very happy in school, attend regularly, are willing to learn and work hard. They behave well and are trusted by the staff, for example to move around the school without any direct supervision. Nevertheless, a few pupils do not always follow the school's code and, in a small number of lessons, can affect the learning of others. The number of exclusions has reduced over the past twelve months because of the effective support given by the school to those at risk of exclusion. Pupils respond very well when undertaking different responsibilities, such as serving on the school council, supervising visiting primary school pupils or working on an animated film.

Pupils' spiritual, moral, social and cultural development is outstanding and reflects the Christian nature of the school. Pupils gain a balanced view of society both within

and outside the school, and a variety of experiences ensure appreciation of cultures around the world. Assemblies effectively enable pupils to develop respect for themselves and others. A range of sporting activities both in lessons and after school, together with, for example, appropriate foods in the cafeteria, extend their knowledge of a healthy lifestyle well. Pupils gain self-confidence as they progress through the school and express their views with conviction while listening to the views of others. They are fully involved in school and community activities. Pupils make good progress in literacy, numeracy and ICT and develop strong team-working skills. In Years 10 and 11 and in the sixth form, pupils develop good understanding of the worlds of work and business and are well prepared for future employment.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and, as a result, pupils make good progress. Teachers have secure subject knowledge and enjoy very good relationships with pupils. The vast majority of pupils are well motivated and successful learners. Their very good attitudes make a significant contribution to the atmosphere for learning in lessons. Whilst there are notable strengths, there is a range in the quality of the teaching and in some lessons, pupils make less progress than they should because work is not sufficiently challenging or well organised. Teaching is consistently better in Years 10 and 11 than in other years, although there is good and outstanding teaching in those years also. Teaching in science is weaker than in other subjects. In general, lessons are well planned. In the very best lessons, pupils are very well motivated by the lively teaching. In a history lesson in Year 12, for example, the teacher used different colour 'thinking hats' very effectively to challenge pupils to support their views on the reasons for the downfall of the French king, Charles X. The learning support team and teaching assistants support pupils with learning difficulties effectively. However, some of these pupils do not always make the progress they should in some lessons because tasks are not managed appropriately and linked well enough to what pupils can do. Pupils' work is regularly marked and in many subjects teachers' written comments show pupils what they need to do to improve. However, this is not consistent across all.

Curriculum and other activities

Grade: 2

The curriculum is good and has some outstanding features. Through its technology work, there are very good links with local primary schools and almost all pupils now study a GCSE course in design and technology. Provision for ICT has been extended well and technology subjects are provided in the sixth form. The curriculum is regularly reviewed to take into account the changing needs of pupils, for example in the work undertaken to develop pupils' analytical and evaluative skills and to involve them actively in lessons. Vocational courses at college for a small but significant number of pupils in Year 10 have been introduced. Opportunities to undertake work experience

and to set up enterprises are good. Provision for safety and health education is good. In the sixth form, most subject combinations that students wish to study are accommodated. Students in Year 12 broaden their experiences very well in their work in the community. Pupils with individual learning needs are identified systematically but the matching of tasks to the needs of some of these pupils in lessons is not always effective. The school provides an excellent range of enrichment opportunities. Very good numbers of pupils participate with high levels of enjoyment.

Care, guidance and support

Grade: 1

The school provides an excellent level of care and support for all its pupils. Very good procedures are in place for child protection and health and safety. Pupils consider that the staff are receptive to their ideas in the school council, in class and in individual discussions. The care provided by different members of staff makes a significant contribution to pupils' achievement. In particular pupils feel comfortable going to a member of staff if they have a problem, knowing that they will get a helpful response. Academic guidance is good across the school and excellent in the sixth form. The school monitors pupils' progress rigorously. Any at risk of underachieving are identified early and effective action taken to keep them engaged. The system of target setting is robust and very challenging targets are set, though not always met. The feedback provided by the teachers generally ensures that pupils know how to improve their work. Written comments in many subjects help to guide their work well though in some cases marking is cursory. Pupils are exceptionally well informed about their future options. The school is supported very well by the active involvement of parents and the expertise of external organisations when necessary.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and senior colleagues give clear leadership to a school that is committed to reaching exceptional standards. They enable subject leaders to translate this vision into good achievement and outstanding personal development. Parents are very supportive of the leadership and its impact on their children. The leadership has developed a more systematic approach to evaluation and monitoring since the last inspection, although its impact on achievement is not yet consistent, because not all subject leaders have managed change with the same proficiency. Governors play a full part in working with departments, holding them to account and providing constructive support for the school. This is enabling the school to look outwards, for example in developing closer links with other post-16 educational providers. The school's determination to enable all pupils to develop as confident, skilful learners is evident in its work on varied learning styles and developing their critical thinking skills.

The leadership's self-evaluation is accurate in recognising relative weaknesses in provision, such as some inconsistencies in the quality of teaching. The leadership team

understands that there is still work to be done to raise expectations further. The staff are experienced and there is undoubted capacity to improve still further given the good improvement since the last inspection. Constructive innovation is welcomed. The school takes good account of parental and pupil views in determining the path ahead.

Sensible financial management ensures good use of resources. Good value for money is evident in the good achievement and the popularity of the school with pupils and parents.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	2	2
The standards ¹ reached by learners	1	1
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	1	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	1	1
The behaviour of learners	2	1
The attendance of learners	1	1
How well learners enjoy their education	1	1
The extent to which learners adopt safe practices	1	1
The extent to which learners adopt healthy lifestyles	1	1
The extent to which learners make a positive contribution to the community	1	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	1	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	2
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	2
How effectively and efficiently resources are deployed to achieve value for money	2	2
The extent to which governors and other supervisory boards discharge their responsibilities	2	2
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Bishop Luffa School Bishop Luffa Close Chichester PO19 3LT

22 November 2005

Dear Pupils and Students

We greatly enjoyed inspecting your school last week and would like to thank you for your help and co-operation during our visit. We feel that you acted as excellent ambassadors for your school and we much enjoyed meeting and talking to you.

What we most liked about your school is that:

- you get very good results in exams in the main school and in the sixth form
- you make good progress in your work
- you develop into well-rounded, mature and responsible individuals who show concern for others
- staff care and support you very well
- you are well taught
- you take an active part in a very wide range of extra-curricular activities.

The sixth form is successful and those of you studying for your A levels are very happy with the school and feel very well supported with your studies. The A level results have been very good over the last few years.

What we have asked your school to do now is:

- to improve the progress pupils make in science in Years 7 to 11
- to improve the teaching for pupils who find learning more difficult.

We are confident that these improvements will be made because the school is well led and managed. Your headteacher in particular sets very high standards for staff, pupils and students to reach and is keen that the school does not let any of you down. Other senior staff and governors give very good support to the headteacher and agree with him that their key priority is to help you to do your best.

Good luck with your studies,

Gulshan Kayembe, Ron Elam, Michael Fitzgerald, John Laver, Joan Lindsey

The Inspection Team