

Bosham Primary School

Inspection report

Unique Reference Number	125819
Local Authority	West Sussex
Inspection number	293365
Inspection date	6 June 2007
Reporting inspector	Diane Wilkinson

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	4–11
Gender of pupils	Mixed
Number on roll	
School	193
Appropriate authority	The governing body
Chair	Carole Beaves
Headteacher	Deborah Allen
Date of previous school inspection	15 October 2001
School address	Walton Lane Bosham Chichester PO18 8QF
Telephone number	01243 572375
Fax number	01243 576032

Age group	4–11
Inspection date	6 June 2007
Inspection number	293365

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Bosham is an average sized village primary school. There are a few pupils from minority ethnic groups, a small number of whom speak English as an additional language. Most pupils come from comparatively advantaged backgrounds and attainment on entry is above that usually found. The proportion of pupils with learning difficulties and disabilities is around average although the number of pupils who have a statement of special educational needs is high.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good and improving school where there are already significant strengths in some aspects of its work. It provides good value for money. One important reason for the school's success is the creation of a very positive ethos for learning, resulting in pupils' excellent attitudes to school and outstanding personal development. Based on mutual respect and trust, relationships between pupils and staff throughout the school are excellent. Pupils are exceptionally well involved in the work of the school and make especially good progress in acquiring the skills that will help them in future life. Another important reason for the school's growing effectiveness is the determination to meet the needs and interests of all its pupils. As a result, the provision for vulnerable pupils and those with learning difficulties and disabilities is outstanding. The school has rightly acquired a very good reputation for the high level of guidance and support given to these pupils which results in their excellent progress.

Leadership and management at all levels are good. The headteacher provides very clear direction for the school's work and is supported well by staff in management positions, especially the acting deputy headteachers and by governors. Parents are very pleased that the period of considerable changes in staffing is now past; one parent, typical of others, wrote, 'It is a pleasure to see new life and vigour back in the school.' The school's excellent partnership with other schools and agencies enhances pupils' education considerably. The school has an accurate and comprehensive picture of how well it is doing, allowing weaknesses to be pinpointed and successfully addressed, although the full effect of its development work has yet to be seen. This gives confidence that the school is well placed to improve further.

The curriculum is good, especially in Years 1 to 6, because it is relevant and interesting and ensures activities are well matched to the levels at which different pupils are working. As a result, pupils enjoy learning; as one put it, 'We do fun things.' The excellent range of clubs, visits and visitors enhances pupils' education and enjoyment of school. The outstanding programme for pupils' personal, social and health education supports their development especially well, including in Reception. The quality of teaching and learning varies, but it is good overall. Provision for children in the Foundation Stage is satisfactory. Although the teaching in this part of the school has improved, the children spend too much time working with an adult and do not have enough opportunities to investigate and discover things for themselves. In Years 1 to 6, teaching is generally good and sometimes outstanding, but the slower pace in some lessons does not capitalise enough on pupils' enthusiasm for learning. Care, support and guidance are good overall. The school pays good attention to pupils' health and safety, and pastoral support is excellent. Academic guidance, although good, is inconsistent. In particular, not all staff make enough use of pupils' individual targets to help them improve.

Pupils' achievement is good overall. Progress in Reception although satisfactory overall is improving, particularly in social and literacy development. Standards on entry to Year 1 are above expectations. Pupils in Years 1 and 2 are making good progress and standards are above average by Year 2. Standards in writing, where progress is very good, are well above average. Progress in Years 3 to 6 is especially good and standards are significantly above average by the time pupils leave the school. As a result of their excellent progress, many pupils with learning difficulties and disabilities reach average standards.

What the school should do to improve further

- Raise the rate of progress in Reception by giving children more opportunities to investigate and discover things for themselves.
- Ensure a greater consistency in teaching and learning by ensuring that the pace of all lessons is rigorous and that all staff make effective use of pupils' improvement targets to encourage progress.

Achievement and standards

Grade: 2

Pupils achieve well. Virtually all pupils, including those who have specific needs or learning difficulties or disabilities, reach the expected level in national tests with a considerable number exceeding them. Most children start school with well developed skills for their age. In Reception they make satisfactory progress overall, although progress in their personal and social development is good and is improving in language and literacy. Standards on entry to Year 1 are above expectations. Improved teaching has raised the rate of progress in Years 1 and 2 over the past year and it is now good. Progress is particularly good in writing where standards are well above average. They are above average in reading, mathematics and science. Progress in Years 3 to 6 is especially good. By Year 6 standards are significantly above average in English, mathematics and science.

Personal development and well-being

Grade: 1

The school has created an especially good climate for learning where pupils feel valued and supported and want to please their teachers. As a result of their excellent attitudes, pupils enjoy school very much and work hard even when learning is sometimes slow. Attendance is well above the national average. Social development is outstanding. Relationships throughout the school are particularly good, helping pupils to develop confidence and maturity and gain a very good understanding of the importance of showing consideration to others. As a result, vulnerable pupils or those with specific learning difficulties or disabilities are exceptionally well included in all that the school has to offer. Spiritual, moral and cultural development is good. Pupils are thoughtful and reflective and have a good understanding of their own and other cultures. Despite the fact that a number of pupils have specific emotional and behavioural needs, behaviour is good. Pupils report that the few incidents of bullying are swiftly dealt with. They feel safe and secure in school and are developing a good understanding of how to achieve healthy and safe lifestyles. Pupils' preparation for their future life is outstanding through their ability to work well with others, their willingness to take responsibility and their very good literacy, numeracy and information and communication technology (ICT) skills. Pupils' contribution to the school, local and wider community is excellent, for example through the work of the school council, their commitment to recycling and attendance at governors' meetings.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning in Reception although satisfactory is improving. Staff have high expectations of what children can do, but they do not capitalise enough on their eagerness to learn. Too much time is spent working on directed tasks, which limits the rate of progress. In other year groups, teaching is mainly good and some is of a high quality. Pupils are given challenging and interesting activities well matched to the stage at which they are working, although some say that they are keen to be stretched even further. That they are capable of doing so was evident in an excellent mathematics lesson where pupils were successfully working on tasks normally given to much older pupils. Pupils' enthusiasm for learning is evident at all times and they work hard even when activities are less interesting and the pace is slow. Teaching assistants make a major contribution to learning, particularly for the lower attaining pupils and those who have specific learning or behavioural needs. Assessment of how well pupils are doing is now a more integral part of learning; as one pupil reported, 'Teachers will explain if we are going wrong.'

Curriculum and other activities

Grade: 2

The curriculum is rich, relevant and interesting and makes effective links between subjects so that pupils have many opportunities to use their literacy, numeracy and ICT skills. A strong feature in Years 1 to 6 is the investigative approach to learning where pupils are encouraged to find out things for themselves and are never told the answer. However, this approach is not used sufficiently in Reception. Pupils are enthused and motivated by many fun activities such as tasting smoothies to encourage an analysis of texture and flavour. Special programmes to support pupils whose learning has slowed or those who have specific learning difficulties or disabilities are exceptionally good and help them catch up quickly. Enrichment is excellent, as is the programme for pupils' personal, social and health education. Outstanding links with other schools and agencies bring considerable benefits to pupils, for example through using video conferencing to support science lessons.

Care, guidance and support

Grade: 2

The school pays good attention to pupils' care and welfare. Regular and rigorous health and safety checks together with effective procedures for child protection and the vetting of staff ensure pupils are safe, protected and not at risk from adults. Pastoral support is exceptionally good and helps promote pupils' excellent personal development. The support and guidance given to vulnerable pupils and those with learning difficulties and disabilities are outstanding and a major reason why they make such good progress. The quality of academic support and guidance has improved over the past year and is helping to encourage progress. Marking is helpful and tells pupils how to improve, and in lessons staff ensure pupils are clear about what they have to do to succeed. However, not all staff make enough use of pupils' individual improvement targets to encourage them to do better.

Leadership and management

Grade: 2

Over the past few years, considerable staff changes at senior management level slowed improvements in the quality of education. In the last year, the new headteacher has provided effective direction for the school's work and the rate of improvement has accelerated. She has the full commitment of staff and governors who share her vision for the school and are working hard to achieve this. The development of effective systems for monitoring the school's work and pupils' progress has enabled the school to identify weaknesses which have been successfully addressed. However, the full effect of the strategies for improvement has yet to be seen. Subject leadership is good and is being considerably strengthened by the recent creation of leadership teams which are beginning to bring about a more consistent approach to teaching and learning. Outstanding management of the provision for vulnerable pupils and those with learning difficulties and disabilities has led to exceptional strengths in this aspect. Governors are effectively involved in all aspects of the school's work. They are very hard-working and support the school well. Resources are used effectively to enhance the quality of education. The school consults very well with pupils and parents. Partnerships with a range of other schools and agencies are outstanding and provide very good benefits for pupils, especially those who have specific needs.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	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
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

7 June 2007

Dear Pupils

Bosham Primary School, Bosham PO18 8QF

Thank you for welcoming me to your school and being so friendly and helpful. I particularly want to thank the school council who gave up their lunchtime to speak to me. You and your parents think your school is good. I agree with you. The school is continuing to improve and some things are already excellent.

- This is what I thought was especially good about the school:
- You enjoy school very much, work hard and make good progress.
- Progress in Years 3 to 6 is particularly good and by the end of Year 6, standards are significantly above those in the majority of schools.
- The support and help given to those of you who have specific learning or behavioural needs are excellent.
- Adults look after you well and give you especially good advice for your personal development which is outstanding.
- You get on especially well with each other, behave well and play an important part in school life. I was very impressed that some of you attend governors' meetings.
- Teachers plan lots of interesting activities that encourage you to make good progress and you have an excellent number of clubs, visits, visitors and special days when you do exciting things.
- Your headteacher is leading the school well and together with staff and governors she is working hard to make your school even better.
- Your school has been asked to:
- Give those of you in the Reception more opportunities to work on your own activities and to find out things for yourselves.
- Make sure you all do the very best you can by helping you to work hard throughout lessons and encouraging you to regularly check your targets so you know what you have to do to improve.

Yours sincerely

D Wilkinson Lead inspector