



Central CofE Junior School

Inspection Report - Amended

Unique Reference Number 126023
Local Authority West Sussex
Inspection number 293437
Inspection dates 12–13 September 2006
Reporting inspector Eileen Chadwick

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

Type of school	Junior	School address	Orchard Street
School category	Voluntary aided		Chichester
Age range of pupils	7–11		PO19 1DQ
Gender of pupils	Mixed	Telephone number	01243 783709
Number on roll (school)	342	Fax number	01243 530643
Appropriate authority	The governing body	Chair	Howard Bottomley
		Headteacher	Andrew Goff
Date of previous school inspection	13 January 2003		

Age group	Inspection dates	Inspection number
7–11	12–13 September 2006	293437

Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This above average-sized junior school is situated near the centre of Chichester. Most pupils have previously attended the two nearby infant schools. The school's social and economic context is generally favourable. Pupils' attainment on entry is well above average. However, the number of pupils with learning difficulties and disabilities is currently above average by Years 4 to 6, especially boys with learning difficulties in literacy. The deputy headteacher was acting headteacher between the retirement of the previous headteacher in December 2005 and the arrival of the new headteacher in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's effectiveness is now satisfactory because there has been good progress in the last year in improving the quality of education. The leadership team is taking action to tackle underachievement and has accurately identified the school's strengths and most areas for improvement. However, the school is over optimistic in identifying its effectiveness as good as it has not taken full account of pupils' achievement. The school knows that its effectiveness is currently impeded by the relatively slower progress made by pupils in Years 3 and 4, especially in writing.

Pupils' achievement is satisfactory and improving. Standards are now well above average in English, mathematics and science by Year 6, although pupils achieve better in reading than they do in writing. Much good teaching leads to good progress in Years 5 and 6, so that pupils have caught up on their earlier underachievement. Progress is satisfactory in Years 3 and 4. Pupils are often given exciting learning activities, but not enough concentrated attention is given to teaching basic writing skills, such as spelling, handwriting and punctuation. Where teachers have strong subject expertise, as in music, pupils of all abilities excel. Work remains to be done to improve teachers' subject knowledge so that they consistently challenge the substantial proportion of more capable pupils to do better. Senior staff members monitor the school's work, and these checks have proved to be particularly successful in mathematics. However, English has not been checked with the same rigour and subject leaders have yet to fully contribute to monitoring activities.

Pupils are well cared for and kept safe. They enjoy school and learning. The broad curriculum, which is enriched through the activities provided outside normal school hours, adds to their enjoyment and personal development. Their behaviour, relationships and attitudes are good. They have a good understanding of how to keep themselves healthy and safe. Guidance and support for improving their progress is generally satisfactory but pupils' work in Year 3 does not fully build on the standards they achieved in their infant schools.

Leadership and management are satisfactory. Good leadership during the last two terms has led to pupils' improved achievement, especially in mathematics and science. Based upon its recent improvements, the school has satisfactory capacity to improve.

What the school should do to improve further

- improve the teaching of spelling, handwriting and punctuation, in order to improve pupils' writing, particularly in Years 3 and 4
- ensure that the more capable pupils are consistently challenged to do their best
- sharpen the role of subject leaders in checking and improving the quality of teaching and learning.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Pupils enter school with well-above average attainment and leave in Year 6 having reached well-above average standards. The test results in 2006 improved in all subjects over those of the previous year, although the English results remained below those in mathematics and science. Lower results in English stem from weaknesses in writing, and particularly from the performance of boys in this aspect of the subject. Nevertheless, the boys' results in writing also improved in the 2006 tests.

Pupils' progress is satisfactory but inconsistent. Good progress in Years 5 and 6 is improving standards and successfully addressing underachievement. Progress is satisfactory in Years 3 and 4, where spelling, punctuation and grammar are not taught rigorously enough and there is not always sufficient challenge for the large proportion of more capable pupils, as too much teaching is aimed at the average. Pupils with learning difficulties make good progress in mathematics and satisfactory progress in English.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils thoroughly enjoy school and this is reflected in their good attendance. Most have good attitudes to learning and good behaviour is the norm. However, occasionally, when teaching lacks challenge, a few pupils lose concentration and behaviour is not quite so good. Pupils' spiritual, moral, social, and cultural development is good and helps pupils develop a sensitive approach to life and to appreciate the achievement of others. Pupils are proud of their school. They feel safe from bullying and know there is always a friend or adult with whom they can share concerns.

Pupils contribute well to the school and local community. The school council makes an effective contribution to the day-to-day life of the school. Pupils fund-raise for charities and take part in activities such as 'Kid's Kitchen' designed to develop skills in negotiating and decision making. However, there are some lost opportunities for pupils to solve problems and make joint decisions in lessons which prevent pupils' development of economic awareness being better than satisfactory. Pupils have a good understanding of the need for safety, healthy eating and regular exercise.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. There is still work to be done to fully eradicate the inconsistent teaching noted during the last inspection, although it

is more consistent in mathematics than in English. The school has worked successfully with the local authority to improve the teaching of mathematics and, as a result, pupils' achievement is improving.

Teaching in Years 5 and 6 is good. Teachers make sure that pupils know exactly what they need to learn. No time is wasted and the pupils respond eagerly to tasks that are challenging and enjoyable throughout the lesson. Teaching is often lively and interesting and teachers manage pupils well. However, in Years 3 and 4, not enough focused attention is given to teaching important literacy skills. Work is also not routinely challenging enough for more capable pupils in Years 3 and 4. These shortcomings occur because teachers' subject knowledge is not as strong as it should be. On a few occasions, teaching assistants are not deployed effectively to make best use of their time. Some teachers' marking helps learners identify how to improve, but this is not consistent throughout the school.

Curriculum and other activities

Grade: 3

The satisfactory curriculum provides learners with a broad and interesting range of activities and experiences. There is satisfactory provision for the basic skills of literacy, numeracy and information and communication technology (ICT) and these skills are developed appropriately in other subjects. However, there is not enough planning for the direct teaching of writing skills in Years 3 and 4. The school's excellent provision for music offers instrumental tuition to all pupils and results in high standards. Gifted and talented pupils are supported well by a wide range of additional enrichment opportunities in the arts, although this is not yet a regular feature in other subjects.

A comprehensive programme of personal, social and health education helps pupils make healthy choices and develops life skills. A good range of visits and out-of-class activities enliven the curriculum and give pupils access to first-hand and practical learning experiences.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. The school has good systems to ensure the safety of its pupils and good strategies to support vulnerable children. Risk assessments and personnel checks are made and all staff have been trained in child protection. Pupils are given confidence to seek help with their work and, as one Year 6 pupil said, 'This school is nice and kind to us.' Assessment procedures are thorough but not used enough to plan work that matches pupils' needs, especially in building on the standards achieved in Year 2. Some of the targets set for the pupils are insufficiently challenging, especially for youngest pupils. Pupils with learning difficulties and disabilities are identified and supported satisfactorily, although there are fewer 'catch up' programmes in English than in mathematics.

Leadership and management

Grade: 3

The new headteacher has been accepted well by parents, staff and governors, but it is too early to judge the impact of his leadership. Senior leadership has been successful over the last two terms, particularly in raising staff's expectations, developing their expertise in mathematics and creating a common sense of purpose. Pupils' achievement in mathematics is no longer unsatisfactory, as it was at the last inspection.

Self-evaluation is satisfactory and there have been improvements in the analysis and tracking of pupils' achievements. The school has identified most of its pressing priorities. Self-evaluation is mainly carried out by senior leaders and does not yet extend far enough to include subject leaders. Nevertheless, the rigorous checking of mathematics teaching is raising standards and achievement. Teachers have begun to receive subject training in English, and measures to improve the teaching of writing are having a good impact in Years 5 and 6. These improvements have not had the same measure of success in Years 3 and 4 because English lessons in these classes are not yet monitored rigorously enough. Governors play an active part in the life of the school and, although many are new, they have good expertise and understanding of what is needed to raise achievement. Given the recent improvements, the school has satisfactory capacity to improve.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

As you know, we visited your school recently. Thank you for being so helpful. We enjoyed seeing you at work and play and talking with some of you about your school. The school gives you a satisfactory education and is getting even better at helping you to do well.

These are some important good things about your school:

- Most of you behave well and work hard in lessons.
- You are polite and welcoming to visitors.
- Your teachers take good care of you and teach you how to stay safe and healthy.
- Good teaching in Years 5 and 6 is helping you to make good progress.
- Music is taught really well and helps you to make excellent progress.

Some things could be better and here are the main ways we are asking the school to improve:

- Help you to reach higher standards in writing by improving your spelling, handwriting and punctuation.
- Make sure the work is never too easy for you.
- Check more regularly how well you are learning.

You can help improve your school as well by concentrating on improving your spelling and writing.