

Bishop Tufnell CofE Junior School, Felpham

Inspection report

Unique Reference Number	126026
Local Authority	West Sussex
Inspection number	315401
Inspection dates	28–29 February 2008
Reporting inspector	David Collard

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	333
Appropriate authority	The governing body
Chair	Alan Fitzgerald
Headteacher	Shane Morton
Date of previous school inspection	24 June 2002
School address	Pennyfields Felpham Bognor Regis PO22 6BN
Telephone number	01243 582400
Fax number	01243 584489

Age group	7–11
Inspection dates	28–29 February 2008
Inspection number	315401

© Crown copyright 2008

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 three Additional Inspectors.

Description of the school

Bishop Tufnell is a larger than average primary school. The proportion of pupils with learning difficulties and/or disabilities is broadly similar to that nationally, although the proportion with a statement of educational need is low. Very few pupils are eligible for free school meals. The proportion of pupils from minority ethnic groups is low and nearly all speak English as their first language.

A major building refurbishment is about to be completed, which will provide this school and the adjacent infant school with a number of new classrooms and other areas. In the last four years, the school has had five headteachers, although leadership has now stabilised as the present headteacher has been at the school for five terms.

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 school. The headteacher and his senior team have consolidated the work of the previous acting headteachers and have focused school developments on those things which will improve pupils' achievement the most. The instability in leadership, achievement and provision that arose soon after the last inspection has been fully addressed and the school is showing it has good capacity to continue its improvement.

The personal development of pupils is exemplary. They are proud of their school and want to see it go from strength to strength. They are excited about getting into the new school buildings and this has helped raise self-esteem across the whole community. Some Year 6 pupils said they are disappointed that they will not be able to experience all the new and exciting improvements but felt that they had played a part in their development. Pupils are given exceptionally good pastoral guidance and support. One result of this is that they are extremely careful about keeping safe, for instance by making sure they stay away from any potentially dangerous areas when lorries are unloading. The Year 6 'checkers' keep a watchful eye at break times to ensure everybody behaves sensibly. One showed great maturity when saying that he had to think carefully about how to deal with friends in his class if he found them doing something they should not. Parents are generally supportive of what the school is achieving. There are few exclusions because the school has encouraged excellent behaviour among pupils and it has a well established disciplinary system, which means that exclusion is very much a weapon of last resort.

Pupils enter Year 3 with broadly average standards, although there is some variability year on year. Pupils' achievements at Bishop Tufnell were inconsistent during the years of unstable leadership. Some pupils did not do as well as expected, which was reflected in the results from national tests. Improved teaching and better use of assessment data, combined with closer liaison with the infant school to understand pupils' starting points, have improved the situation. All pupils now make consistently good progress so that standards are rising and are now above average across the school. Attainment is weaker in writing and this is where the school is rightly focusing its attention.

There is good evidence from pupils' work that the school's improvement strategies are proving successful across the range of the school's work, particularly for those who have the potential to reach the higher test levels. Better use of assessment has led to more appropriate support being provided for those who need it and this is particularly good for those with learning difficulties and/or disabilities. In addition, the good curriculum is ensuring teachers focus their planning much more closely on applying the core skills across a range of experiences, topics and themes. As a result, achievement in other subjects such as art, the humanities and music shows signs of improvement.

The headteacher leads the school very well. He has managed to get all staff to embrace the changes that were necessary, so that there is now a shared commitment by leaders at all levels and by the governing body to move the school on as quickly as possible. The school's self-evaluation is realistic about both the strengths and areas that need developing, although the information and analysis are still dependent on the expertise of senior staff. Nevertheless, there is clear evidence that improvements in teaching, assessment and support are having a good impact on pupils' personal and academic progress and standards.

What the school should do to improve further

- Raise standards in writing by providing more opportunities for pupils to practise their writing across the curriculum.
- Develop the role of the middle managers so that they support the senior leadership team in monitoring and evaluating the work of the school.

Achievement and standards

Grade: 2

In the 2007 national tests the proportions of pupils who achieved both at the expected Level 4 and the higher Level 5 were broadly similar to those nationally. In the present Year 6, and across the school, standards are above average. More pupils are on course to achieve the higher levels in both English and mathematics, and in science pupils have good knowledge and understanding. Analysis of internal data, along with an examination of pupils' work, shows that the pupils are achieving well, although in writing the gains, while satisfactory, are less marked. To address this, pupils are starting to be given more opportunities to write at length and for different purposes. This is helping to drive up standards. For instance, there is some comprehensive written work linked to projects, and in one younger class the pupils were replying to emails from Paddington Bear. Progress in other subjects is generally good, for example in art, music and physical education.

Personal development and well-being

Grade: 1

The high priority given to producing a good all-round education means that behaviour is outstanding. Pupils are gaining a thirst for lifelong learning and they thoroughly enjoy their work. This, along with their satisfactory achievement, means that they are being prepared well for their future lives. A 'hot-seating' by a teacher dressed as a Victorian squire produced some insightful and well prepared questioning about life for the 'poor and the well off'. This demonstrated how pupils thought about life in different societies. On just a very few occasions, when teaching is less challenging, the pupils do not show how enthusiastic they are about their learning and listen passively without becoming completely involved. In the many activities they are involved in, pupils' participation is infectious. For example, some pupils, who are themselves diabetic, have raised the profile of the problem by encouraging others to raise money for their charity. Assemblies demonstrate a strong Christian tradition within the school, something the headteacher is keen to promote. Pupils understand extremely well what it means to build a healthy lifestyle. Many are involved in the wide range of sports teams, in various clubs and in eco-friendly initiatives. They actively promote activities both locally and more widely, as in their support for a water project in The Gambia. It is not surprising that attendance is above the national average and that exclusions are low.

Quality of provision

Teaching and learning

Grade: 2

The quality of day-to-day lessons keeps pupils learning at a good pace. Teachers are skilful in dealing with any legacy of underachievement from the past. Their subject knowledge, planning, methods and organisation of lessons are good. Teaching assistants are used well, particularly

for pupils with physical disabilities. As both the inspection evidence and school monitoring indicates, there are still some inconsistencies in teaching, such as in planning to meet the full range of ability, and in the quality of marking. One way of resolving this has been by arranging for all teachers to visit other schools to see how different methods work. This has helped raise their expectations and aspirations. In the majority of classes, marking is used to provide both praise and an indication of how work can be improved. Pupils are given fresh targets as they achieve each stage and pupils are able to say what they need to do to get to the next level. There are just a small number of instances where marking is not as effective in helping the pupils to make good progress over the longer term.

Curriculum and other activities

Grade: 2

The curriculum is thoughtfully planned to engage pupils' interest and inspire them to find out more. Recent initiatives are encouraging teachers to find opportunities for creative, cross-curricular links. The school rightly recognises that more still needs to be done to use the expertise of senior leaders to help make links between the non-core and the core subjects, especially to provide more opportunities for writing. The curriculum contributes very positively to pupils' personal development and their increasing levels of independence and responsibility. There is a very good range of extra-curricular activities with good take-up rates. Links with other schools, particularly the adjacent infant school, have been significantly strengthened, ensuring a much closer working partnership in ensuring the smooth transition between Years 2 and 3.

Care, guidance and support

Grade: 2

Pastoral guidance and support remain an extremely strong feature of the school, and underpin the pupils' excellent personal development. The special needs coordinator has well organised systems to ensure that pupils with complex physical needs are met. These include a photographic register of pupils that identifies any potential difficulties and which all staff can access. The governors have carefully ensured that risk assessments, a priority at the moment with the many contractors on site, are rigorously followed through. Academic assessments are thorough and have been improved over the last two years. These are being used well to target groups that are in danger of underachieving and have been instrumental in helping improve progress. They are generally, but not universally, used well to support lesson planning. The school is now rightly pursuing better ways of organising and using data about pupils' progress.

Leadership and management

Grade: 2

The headteacher shows strong leadership qualities and is very capably supported by the deputy headteacher and governors. They, along with the restructured senior leadership team, have been successful in ensuring there is a shared commitment towards improvement. The accurate self-evaluation balances the provision being provided with the outcomes for pupils and also drives the key priorities within the school development plan. The headteacher has successfully given all stakeholders ownership of these developments by having both a data day to discuss the findings of internal and external results and by mounting a whole-school self-evaluation day. Both have helped all staff understand what the priorities need to be and what needs to

be done to achieve them. However, staff, other than the headteacher and the deputy headteacher, have a more limited role in monitoring the school's performance. From their visits to classes, it is clear that the governors are supportive of the school. Now that they have accurate information about the strengths and weaknesses in the school, they are able to provide a good level of challenge to any decisions being taken.

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

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

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	2

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	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	2

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

3 March 2008

Dear Pupils

Inspection of Bishop Tufnell CofE Junior School, Felpham P022 6BN

Thank you for making us so welcome during our recent visit. We enjoyed seeing you all at work and being able to join in with your assemblies. We were very impressed with all the Romans we saw in Year 3 and the lovely costumes you were wearing. We hope that your World Book Week went just as well. As I promised some of you, I am writing to let you know what we have said in our report. I am sure you will not be surprised to hear that we think you go to a good school. Some of the other main points are contained below.

- You told us how much you enjoyed school and we can see why. Despite all the disruptions that the new building has caused, you have continued to act sensibly, behave extremely well and to set about your work conscientiously.
- We have said that you are looked after well. You told us how you knew who to see if you had problems and we think that the Year 6 'checkers' are doing a good job at helping the adults keep you safe and secure.
- You said that your lessons are very interesting and we agree. There are so many things for you to do during your lessons, as well as before and after school, that we are surprised how you fit everything in.
- You make good progress in your work. By the time you leave you are reaching above average standards. This is because you are taught consistently well through each year. We think that you could do even better in your writing so you need to work hard at that. We have asked your teachers to try and give you lots of opportunities to use these writing skills across a wide range of subjects.
- Your headteacher has worked hard to make sure that all the disruptions have been kept to a minimum. He has been successful in making sure everybody works as a team. We have asked that teachers now take an even greater role in making all the good things happen in the future.

Finally, make sure that you all keep working as hard as you have been so that all of you, and your school, continue to improve.

Best wishes

David Collard Lead inspector