

# Bishop Tufnell CofE Infant School, Felpham

## Inspection report

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<b>Unique Reference Number</b>	126050
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	315412
<b>Inspection date</b>	26 March 2008
<b>Reporting inspector</b>	Kevin Hodge

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Val Tansley
<b>Headteacher</b>	Rosemary Appleby
<b>Date of previous school inspection</b>	17 November 2003
<b>School address</b>	Pennyfields Felpham Bognor Regis PO22 6BN
<b>Telephone number</b>	01243 584412
<b>Fax number</b>	01243 582573

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: • The quality of pupils' writing, particularly for boys. • How pupils are involved in their own learning. • The role that senior leaders play in leading and managing the school. Evidence was gathered from lesson observations, looking at pupils' work and school documents. Parents' questionnaires and discussions with pupils, the headteacher, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but evidence gathered suggests that the school's own assessments, as given in its self-evaluation, are accurate, and these have been included where appropriate in this report.

## Description of the school

This infant school is larger than average. Children start school with abilities that are broadly typical for their age. The proportion of pupils with learning difficulties/and or disabilities is lower than is found nationally.

## 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. From the moment you enter the building, meet the children and see the range of work they produce, it confirms the school's view that it provides a good level of education. The children get off to a good start in the Reception classes, where children's learning is organised to feel like fun. Parents are particularly pleased with the school, and comments like, 'The school has a happy atmosphere', 'We are pleased with the progress our child makes' and 'The school has gone from strength to strength' were typical.

As pupils move through Years 1 and 2, their maturity develops well, due to the good levels of pastoral care, support and personal development that they receive. Pupils readily tell visitors what they enjoy most about school and those few aspects they want to improve. They are eager for the building work to be completed, but already describe their new library as 'cool'. Pupils value the school council's work as they are active in suggesting simple improvements to playground equipment or voicing concern when it is being used wrongly after school. Pupils value the large playground and field, which encourage them to be active and independent. Most pupils play together happily, but those who find making friends more difficult have 'playtime friends' to help. However, few pupils know who the 'playtime friends' are or can spot them on the playground. This reduces the contribution they make in aiding pupils' social skills to develop. The few pupils who have learning difficulties and/or disabilities are supported effectively by skilled support assistants so they make good progress within lessons and in small groups.

Pupils know that they will be helped if needed because staff take time to listen and are seen as caring and approachable. Arrangements to safeguard pupils are rigorous and effective. Good links with the adjacent junior school, often involving children visiting each other's classes, help reduce worries when they transfer. Pupils appreciate the caring Christian ethos fostered by the school. They like the special 'thinking' displays in classrooms, which they say help them to reflect about themselves and others. They speak caringly about the school's efforts in sponsoring a child from Africa and they enjoy their involvement with local community events. This combination results, not surprisingly, in pupils' good attitudes and standard of behaviour. One pupil summed up the views of others by saying, 'The best thing about our school is that everyone is friendly and nice'.

Pupils reach above average standards in their work. They achieve well because teachers harness pupils' enthusiasm to learn and typically teach lessons to a good level. Lessons are fun and practical. Easter drama activities in Year 2 and planting bulbs and seeds in Year 1 were good examples of involving pupils actively in their learning. This is a regular feature of lessons, but some explanations by teachers are overly long, which reduces the time for getting down to work. Basic skills are typically taught well in Years 1 and 2, but what is expected of the pupils in terms of their written presentation or accuracy of their spelling varies between classes. Teachers use audio-visual whiteboards well to enliven their teaching. Pupils' academic guidance through teachers' marking is regular and helpful. Simple target-setting routines to focus pupils' learning are not fully effective, as few are clear about how they can achieve them. This reduces pupils' motivation to improve. The frequent use of the computer suite helps promote pupils' skills well. This is an improvement since the last inspection. The quality of current classwork confirms that pupils are on track to maintain above average levels in most subjects, although the quality of their writing is a weaker aspect of their English work. This is because their spelling is inconsistent and not enough care is taken in presenting their finished work in every class.

The generally good level of basic skills pupils have, along with activities that help them work together well, set them up confidently for the next stage in education and opportunities in later life.

The well-organised curriculum is increasingly combining different subjects to make pupils' learning more meaningful. Past project work, such as the 'Great Fire of London', captures pupils' imagination, whilst their work on other countries broadens their horizons. Clear planning and a good range of work ensures pupils' basic skills develop well in most aspects, and computer-based activities are now planned well, leading to higher standards. The school's approach to improving boys' motivation to write is working, as topics such as castles and dragons are very appealing to them. Pupils' weaker spelling skills have been slower to be tackled as changes in planning and activities to help improve them further are more recent initiatives. A good range of themed weeks help enliven and motivate the pupils' learning. Activities, both in class and beyond, promote pupils' fitness to good levels. 'Healthy school' initiatives have resulted in pupils' determination to keep fit and eat healthily, but pupils were realistic about their efforts to resist eating too many chocolate eggs at Easter time.

Underpinning the success of the school is the good quality of leadership and management provided by senior staff and governors. Their regular and accurate self-evaluation makes good use of the views of parents, pupils and staff. The information that the headteacher and senior leaders collect helps them form clear priorities for action, but the volume of monitoring sometimes means that simpler weaknesses to be addressed, such as the inconsistency of pupils' presentation or their weaker understanding of targets, are not readily identified. Governors now know the school well, which is an improvement since the last inspection. A 'governors' day', held each term, enables them to meet staff and pupils at work. This helps them gauge how well initiatives are progressing, but the outcomes of their visits are not gathered together clearly enough to see where common strengths or weaknesses are found. Governors increasingly provide a sounding board for ideas, while helping in practical ways such as raising money for building improvements. Based on its past record of improvement and in maintaining good standards, the school has good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The provision is good because the safe, secure and happy environment created enables children to build friendships quickly. Their introduction to school is as smooth as possible, aided by staff visits to see children in their home surroundings and a gradual start to school life. Parents comment that their children are eager to come to school and one added 'even when they are ill'. Children achieve well from their starting points and the good emphasis on their personal development helps them gain early skills in writing, reading and number work. Activities led by adults are of good quality and support children well in their learning. When children are working more independently, such as in role-play activities or outside on the climbing frame, they do not have enough simple guidance about how to learn best from their activity. Good teamwork and enthusiastic teaching ensure that by the time they enter Year 1, a significant proportion of the children reach above average levels in their understanding and skills.

### **What the school should do to improve further**

- Give pupils in Years 1 and 2 more guidance in improving their spelling and presentation to help improve the quality of their writing.

- Ensure pupils understand how their class targets can help them guide and improve their learning.
- Raise the profile of the 'playground friends' so that pupils can readily identify whom they can turn to for help when it is needed.

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## Annex A

## 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?	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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	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

27 March 2008

Dear Children

Inspection of Bishop Tufnell CE Infant School, Bognor Regis PO22 6BN

Thank you for making me feel welcome at your school when I visited it recently. Yours is a good school and the headteacher and governors are trying to make it even better.

- Here are some of the things we found out.
- Children in the Reception classes settle in well and quickly feel at home.
- You said you feel safe and all the staff make sure that you do; you said school is a nice friendly place to be, and I noticed it too.
- You make good progress in your work and reach good standards; your writing is not quite as good as your reading, mathematics and science work.
- Teachers make lessons fun and exciting.
- The activities you do in school, like drama, music and planting bulbs and seeds, sound really good.
- Those of you on the school council enjoy your responsibilities, and your classmates think you do a good job.
- You know about keeping fit and active. I know you are trying to eat sensibly, despite having chocolate Easter eggs around.
- You behave well at playtimes and you appreciate the 'playground friends' that help you, but some of you don't really know who they are.
- The school helps you to become sensible and mature.
- The staff and governors work hard to make sure that the school runs smoothly.
- I have asked the school to do three things.
- Help those of you in Years 1 and 2 to improve your spelling and make sure you present your written work really well.
- Help you have a better idea of how your class targets can help you improve your work.
- Make sure you all know who the 'playground friends' are, just in case you need them one day if you are feeling a bit lonely. Perhaps some extra 'friendship benches' or 'friendship stops' might help too.

You can help by trying your best to do your work really well.

Best wishes

Kevin Hodge Lead inspector

27 March 2008

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**Here are some of the things we found out.**

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Best wishes

Kevin Hodge  
Lead inspector