

Bosham Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 125819 |
| Local Authority | West Sussex |
| Inspection number | 340840 |
| Inspection dates | 9–10 June 2010 |
| Reporting inspector | Peter Thrussell |

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 of pupils on the school roll | 199 |
| Appropriate authority | The governing body |
| Chair | Laura Ritchie |
| Headteacher | Deborah Allen |
| Date of previous school inspection | 6 June 2007 |
| School address | Walton Lane Chichester PO18 8QF |
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Introduction

This inspection was carried out by three additional inspectors. Eight teachers were seen and 10 lessons were observed. There were informal discussions with pupils and parents, and meetings were also held with the headteacher, governors, senior teachers and a group of pupils. Inspectors looked at documents, including the school improvement plan, monitoring files, data on pupils' progress, and documents relating to safeguarding. The team analysed the results of questionnaires returned by staff, pupils and 75 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and their progress, noting any differences between boys and girls, and how well teaching contributes to pupils' learning, especially in mathematics
- the effectiveness and use of assessment and the support systems to drive improvement
- the role of leaders and managers at all levels, including governors, in securing and sustaining improvements, particularly relating to pupils' attainment and progress
- whether the overall effectiveness of the Early Years Foundation Stage is as good as the school indicates.

Information about the school

Bosham is a one-form entry primary school. Most of the pupils are from White British backgrounds, and very few are known to be eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is below average, although the proportion with a statement of special educational needs is currently above average. A number of needs are catered for, particularly specific academic/ behavioural learning difficulties. The proportion of pupils leaving or joining the school beyond the normal starting point is above average. Children in the Early Years Foundation are catered for in one Reception class.

The school holds a number of awards including Activemark and Artsmark awards, and Green Flag Eco schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Bosham Primary is a good school. Staff are proud to work here and share a common goal for school improvement, ensuring that pupils make good progress in their learning and personal development, often as a result of their excellent spiritual, moral, social and cultural development. This is against a background of the excellent care, guidance and support provided. One parent summed this up by saying that, 'I feel exceptionally lucky that my son goes to a school in an environment where not only are his educational needs met, but his emotional welfare is also a priority.'

Considerable improvements have been made to the Early Years Foundation Stage since the previous inspection. Excellent leadership and outstanding provision mean that children make very good progress in all of the areas of learning.

In recent years, attainment by the end of Year 6 has been broadly average and pupils have achieved satisfactorily. There has been considerable improvement in the understanding and use of assessment information to monitor pupils' progress. This means that the school now more readily identifies and supports those pupils who are falling behind in their work. Teachers have become increasingly adept at planning work that challenges all abilities to do their best, so that pupils generally make good progress in their learning. Teachers are now more accountable for the progress of their pupils, adding to their awareness of the importance of maintaining a good quality of teaching to ensure continuing good progress. These improvements are especially evident in Year 6. An excellent quality of teaching in Year 6 is ensuring that progress is accelerated. Attainment has risen sharply and pupils are on track to reach significantly high standards in English and mathematics. Nevertheless, the school recognises that it has still further to go to fully ensure consistently good progress across the school. From the lessons seen during the inspection, and from pupils' books, it is evident that very occasionally work lacks a high enough level of challenge and does not fully meet the learning needs and aptitudes of all pupils so that progress slows.

A contributory factor to pupils' achievement is their good behaviour and very positive attitudes to learning. Pupils greatly enjoy school, shown in their good attendance. A very high level of independence, first gained in the Reception class, is evident throughout the school, where pupils work well together and are encouraged to take responsibility and initiative for the work they are doing.

The leadership and management of the school are organised well through curriculum teams. These oversee school development in the different areas of its work, but have yet to play a fuller role in monitoring and evaluating the impact of developments. The school's self-evaluation is generally accurate. The school identifies appropriate areas for

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action, for example to improve the progress of more-able pupils in mathematics and to develop technical writing skills, and works effectively on these. However, these actions often lack measureable targets against which the school and governors can monitor and evaluate their impact, particularly in relation to attainment and progress, so as to ensure the fullest success. Given improvements since the last inspection, a greater consistency of good progress and rising attainment, the school has a good capacity for further improvement.

What does the school need to do to improve further?

- Make the fullest use of assessment to plan the next steps in pupils' learning so that all make the best progress possible
- Improve leadership and management by:
 - ensuring that the school's planned actions for improvement are effectively monitored and evaluated against measureable outcomes
 - ensuring that curriculum teams play a full part in this monitoring and evaluation.

Outcomes for individuals and groups of pupils**2**

Pupils' achievement, both boys and girls and those of differing abilities, is good, and standards seen in lessons and pupils' books are generally above average. Pupils feel extremely safe in school, enjoy lessons, want to do their best and make good progress in both their personal and academic development. In an excellent English lesson, pupils' very strong capacity to think independently, to listen to each other and respond to questioning, meant that the pupils made excellent progress in their literacy project. In a mathematics lesson, pupils greatly enjoyed recording the frequency of numbers shown by their spinners and recording these on a bar chart. Many were quickly able to relate their findings to a number of odds shown on the whiteboard, for example the odds of a number being three or less. Whereas more-able pupils could have been further challenged, less-able pupils, although well-supported, did not fully complete the activity, common to the whole class. In another mathematics lesson, effective support from a learning support assistant and the use of apparatus meant that lower-attaining pupils, including those with learning needs, were able to make good progress in working out number bonds to twenty. Pupils are set individual targets to work towards. These show them how to improve their work and encourage them to be responsible for their own learning. This is particularly effective in Year 6, where targets contribute to pupils making especially good progress.

This responsibility that pupils' take for their own learning is also shown in the excellent contribution pupils make to the school and wider community. Older pupils instinctively look out for younger ones, so ensuring that the school is a very caring and happy community. The eco committee and school council carry out their roles very effectively, working to ensure energy saving and recycling around the school, and using a budget to buy equipment and artefacts to enhance their learning environment. Work with a local

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organisation on coastal pathways led to pupils' ideas being used to lobby parliament. Pupils have an excellent understanding of healthy lifestyles. They are keen to adopt a healthy diet and to take part in the many sporting opportunities on offer, as well as in the school's 'Park and Stride' and 'Walking Bus' schemes. Given pupils' good acquisition of core academic skills, including information and communication technology, and their level of personal development, pupils are well prepared for their future life and learning.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

How effective is the provision?

Good relationships ensure that pupils are well behaved and quickly settle to work. Lessons are well planned and prepared, with clear learning objectives that are shared with pupils so that they understand the purpose of lessons. Questioning is often brisk and challenging, helping pupils to develop their ideas and understanding. Very occasionally, however, this does not fully engage all pupils and behaviour slips a little as pupils lose concentration. Teachers make learning interesting and enjoyable. This was seen in an English lesson where pupils responded well to a film clip when planning their

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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adventure writing. Teaching and learning support assistants work closely with teachers to provide effective support for the groups and individuals they are working with, so ensuring their good progress. Although teachers generally use assessment well to plan what pupils need to learn next in order to maintain good, steady progress for all, this is not yet a consistent feature in all lessons. Likewise, there are examples of excellent marking, which shows how work can be improved and gains a response from pupils. Although marking is regular, this very high quality is not a feature yet found in all classes.

The school is developing its curriculum to provide further opportunities for pupils to take initiative and become more independent in their learning. This is already evident in Year 1, where there is now a stronger emphasis in planning the day on the lines of the Early Years Foundation Stage. Pupils in Year 1 are enjoying this familiar approach and benefit from opportunities to choose their own activities, carefully monitored by staff to ensure pupils' good progress. The school places a strong emphasis on personal and social development, and provides a curriculum that focuses well on both academic and creative needs of all its pupils, recognised in a number of national awards. Pupils benefit from learning French, and different topics, which draw on their interests, provide relevance and purpose to learning, and encompass the development of skills from different subjects. Excellent partnerships with local schools, organisations and other outside providers enhance the curriculum well, for example through the many opportunities for sport and additional opportunities for gifted and talented pupils. A good range of popular out-of-school clubs and different themed weeks provide further enrichment, particularly recognised and appreciated by parents and carers.

The school provides a safe and secure learning environment for pupils and ensures an extremely high level of pastoral care. Pupils are known very well by all staff. Those who need additional care and support, and their families, are extremely well supported, for example through the work of the family link worker. In school, well-trained learning support assistants, excellent links with outside specialists, and well managed provision for pupils with special educational needs and/or disabilities ensure a high level of support for these pupils. Very good procedures for those who join the school throughout the year ensure that they quickly settle and make good progress.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

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The headteacher and senior leaders are clear about the actions needed to drive school improvement, shown in the measures they have taken to raise pupils' attainment and progress in writing and mathematics. Governors provide a good level of support for the school and ensure that safeguarding and vetting procedures for staff are fully in place. While they monitor and challenge the school on its performance, they do not have that sharper knowledge of the impact of school improvements on attainment and progress, in order to do this even more effectively. Links with parents and carers are excellent, with opportunities and full encouragement given to contribute to their children's learning and development, for example through learning workshops. □Parent Mail' provides an additional link, making letters and events available via computer. Events, such as a breakfast for the parents and carers of Reception children, are encouraging them to play their part. Some inconsistency in the progress of pupils and means that the promotion of equal opportunity is good rather than outstanding. Although the school actively promotes pupils' understanding of local communities and cultures, it has yet to evaluate the impact of the way it promotes community cohesion, particularly how pupils gain a broader national perspective of those communities further from the school.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children get off to a flying start in Reception. The views of parents and carers are summarised by one who states: □The experience my child has in Reception has been excellent. The planning and preparation in order for us to support learning at home is immense; we have a good idea about the progress being made and progression of

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learning.' Children make good progress from their overall starting points which are in line with those expected at this age, although lower in personal, social and emotional education. By the end of the Reception Year, children show a good level of development in all of the areas of learning, especially in reading and writing.

The setting is very well organised to ensure an excellent level of safety and welfare for children, reinforced by home visits and the key worker system. Consequently, children behave very well, quickly settle and become very independent in their learning. There is a very good balance between child-initiated activities and teacher-directed learning. Children greatly enjoy talking with adults. Adults take care to use every opportunity to promote children's learning through careful questioning and discussion that builds on children's own observations and ideas, for example when looking at mini-beasts or considering how to use a cardboard tube in design and technology. Their awareness of the world and social development are further enhanced through a very good range of visits and visitors. The assessment of children's progress is very thorough, enabling staff to effectively plan activities that build on children's prior knowledge and understanding. The leader of the Early Years Foundation Stage has made significant improvements to the setting since the last inspection. Actions to bring these about have been carefully considered and very effective, particularly with regard to assessment and child-initiated learning. The relative weakness in children's personal, social and emotional development when entering school has been identified very clearly as an area for action. Very good liaison with Year 1 is helping to ensure that the excellent practice in the Early Years Foundation Stage is now reflected in the provision for Year 1 pupils, ensuring good transition and continuity of provision.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

The very large majority of parents and carers who completed the questionnaire are happy with their child's experience at school. A few are concerned about behaviour, but inspectors judge this to be good and well managed. The few individual concerns that were expressed were discussed anonymously with the headteacher. Inspectors found no evidence to show that these constituted any trend of overall disagreement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bosham Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 75 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 53 | 71 | 21 | 28 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 53 | 71 | 22 | 29 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 33 | 44 | 39 | 52 | 3 | 4 | 0 | 0 |
| My child is making enough progress at this school | 41 | 55 | 27 | 36 | 4 | 5 | 1 | 1 |
| The teaching is good at this school | 46 | 61 | 26 | 35 | 2 | 3 | 0 | 0 |
| The school helps me to support my child's learning | 41 | 55 | 27 | 36 | 6 | 8 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 42 | 56 | 29 | 39 | 3 | 4 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 44 | 59 | 24 | 32 | 2 | 3 | 0 | 0 |
| The school meets my child's particular needs | 39 | 52 | 28 | 37 | 4 | 5 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 30 | 41 | 29 | 39 | 9 | 12 | 1 | 1 |
| The school takes account of my suggestions and concerns | 34 | 45 | 32 | 43 | 4 | 5 | 1 | 1 |
| The school is led and managed effectively | 43 | 58 | 29 | 39 | 2 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 51 | 68 | 22 | 29 | 2 | 3 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 June 2010

Dear Pupils

Inspection of Bosham Primary School, Chichester PO18 8QF

Thank you for taking part in the inspection. We spoke with some of you during our visit and found you interesting to talk to, and very polite and helpful. You spoke enthusiastically about enjoying school and all the things you take part in. Bosham is a good school.

These are some of the things that the school does well.

- Children get off to an excellent start in Reception.
- You work hard in lessons and the standard of your work is high.
- The school looks after you extremely well.
- You behave well and are very keen to take on responsibilities, to do jobs around school, and to take an active part in the local community.
- You have an excellent understanding of how to keep healthy and fit.
- The school provides you with many exciting things to do.
- The school encourages your parents and carers to support you in your learning.
- Your headteacher, staff and governors are doing a good job.

We have asked the school to work on the following things.

- Many lessons challenge you really well in your learning so that you make good progress. In a few lessons, however, teachers need to make fuller use of their information on how well you are doing when planning work. This will ensure that the work is just right for each one of you, not too easy and not too hard, so that all of you make the best progress possible.
- Your teachers plan actions to make the school even better. They need to check carefully that these are working as well as possible and are helping you to do even better in school.

Thank you again for your help. You can do your bit to help by continuing to work hard in lessons and enjoying all that you do in school.

Yours sincerely

Peter Thrussell

Lead inspector

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