

# Inspection of a good school: Bosham Primary School

Walton Lane, Bosham, Chichester, West Sussex PO18 8QF

Inspection dates:

26 and 27 March 2024

## Outcome

Bosham Primary School continues to be a good school.

## What is it like to attend this school?

Pupils feel safe. They understand and live up to the school's values, striving to be 'creative, independent, emotionally intelligent and resilient' learners. They are thoughtful in how they support each other and how they overcome social challenges. Staff take every opportunity to interact positively with pupils and get to know them well. As a result, as one parent said, 'The school feels like a family.'

Pupils meet the high expectations the school sets for their behaviour. They are positive about learning and show a high degree of resilience to keep trying, even if they do not succeed at first.

Pupils are proud of their school and enjoy the wide range of clubs available. Leadership opportunities, such as young governors, sports leaders and eco-warriors, enable pupils to make meaningful contributions to the school community and to develop life skills.

Leaders are ambitious for the school. With the support of governors and the local authority, they have worked determinedly to strengthen the quality of education and accurately identify improvements needed after a recent decline in performance.

## What does the school do well and what does it need to do better?

The school has designed a broad and balanced curriculum that is ambitious for all pupils. From Reception through to Year 6, the school has carefully mapped out the crucial knowledge that pupils need to learn. Learning has been organised so that content builds in a logical order. This ensures that teachers have a clear understanding of exactly what to teach and when. The school has clear systems and processes in place for identifying pupils with special educational needs and/or disabilities (SEND) and works in collaboration with parents and carers and outside agencies to ensure that pupils get the support they need. As a result, all pupils are supported to achieve well.

Staff have excellent subject knowledge. They model and explain new learning adeptly. Questioning is used well to check pupils' knowledge and identify misconceptions. Teachers ensure that pupils get time to practise new learning, which helps them build fluency. This is especially the case in mathematics, where pupils are able to use procedures to solve problems with increasing confidence. As a result, pupils are achieving well, and provision seen on inspection is better than 2023 published outcomes suggest. In a few subjects, the school is still developing its use of assessment. In these subjects, teachers do not always have the information they need to identify and address gaps in pupils' knowledge. As a result, on occasion, the work given to pupils does not build on what they know.

Reading is a priority. Pupils begin the school's chosen phonics programme as soon as they start in the early years. Staff are well trained and deliver the programme consistently well. Pupils read books that are matched to the sounds that they know. Those who struggle get extra help to close their individual gaps in phonics knowledge. Older pupils demonstrate a palpable and enthusiastic love for books. As a result, pupils at this school become confident readers, which enables them to access and enjoy progressively ambitious texts.

Pupils' behaviour is impeccable. They demonstrate a consistently positive attitude to their learning. This starts in the early years, where routines are quickly established. Teachers set high expectations and model positive behaviours. Consequently, pupils exhibit positive attitudes to learning and a clear readiness for their next stage.

Pupils' wider development is a real strength. The school provides a range of extra-curricular clubs that broaden pupils' horizons beyond the classroom. There is an exceptionally well structured and diverse calendar of 'experiences', including trips, visits, visitors and workshops, which are explicitly designed to enrich the curriculum. A whole-school approach has been adopted which ensures that the personal, social, health and economic education programme is at the forefront of pupils' school experience. As a result, pupils can articulate important learning about how to keep themselves safe in a range of contexts, including when online. However, pupils are less confident in their understanding of different faiths and cultures in modern Britain.

Leaders at all levels are aspirational for pupils. Adults share the same inclusive vision and keep pupils at the heart of decision-making. Staff are positive about the support they receive and are especially thankful for the courage and determination that leaders have shown during a recent period of instability. They are proud to work at the school. Governors know the school well and provide effective support and challenge.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Assessment in some subjects is not as effective as it could be. This means teachers do not always have a clear picture of what pupils know and can do. Consequently, learning

sometimes does not build precisely enough on what they already know. The school needs to continue its work to develop and embed an approach to assessment that routinely informs teaching across the curriculum, so that pupils' learning develops securely over time.

- Important aspects of the school's personal development offer have not yet been addressed by the school's recent improvement work. This means that pupils are not building an understanding of different faiths and cultures. The school must ensure that the schools' spiritual, moral, social and cultural education is effective and empowers pupils with the knowledge that they will need for life in modern Britain.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2018.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	125819
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10321891
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	195
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Lou Adams
<b>Headteacher</b>	Mark Richmond
<b>Website</b>	<a href="http://www.boshamprimary.co.uk">www.boshamprimary.co.uk</a>
<b>Date of previous inspection</b>	20 October 2020, under section 8 of the Education Act 2005

## Information about this school

- There have been a number of changes to the school's leadership since the last inspection. The headteacher took up his substantive post in February 2024.
- At the time of the inspection, pupils attended one unregistered alternative provision.

## Information about this inspection

The inspector carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspector met and spoke with leaders, staff, pupils, parents, governors and a representative of the local authority.

- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. He discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.
- The inspector considered 77 responses to the Ofsted Parent View survey. He took account of the responses to the confidential staff survey as well as the views of pupils that were gathered throughout the inspection.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with the school's special educational needs and disabilities coordinator.

### **Inspection team**

James Stuart, lead inspector

His Majesty's Inspector

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