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Mr Paul Turney
Headteacher
Tangmere Primary Academy
Bishop Road
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Chichester
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Dear Mr Turney

Requires improvement: monitoring inspection visit to Tangmere Primary Academy

Following my visit to your academy on 13 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the academy since the most recent section 5 inspection.

The visit was the first monitoring inspection since the academy was judged to require improvement following the section 5 inspection in February 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders, governors and sponsor are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The academy should take further action to:

Sharpen the action plan by:

- making it clear precisely what actions will be taken to improve the key areas and how they will make a difference;
- ensuring that the necessary resources are included;
- addressing the need to develop the work of the governing body.

Evidence

During the visit, meetings were held with you and the senior leadership team, members of the Governing Body, and a representative of the sponsor, The Kemnal Academies Trust (TKAT) to discuss the action taken since the last inspection. In

addition, I met with the subject leaders of English and mathematics. The academy improvement plan was evaluated. With you, I visited several classrooms to look at learning and behaviour, and I scrutinised a selection of pupils' books.

Context

One teacher has left the academy and one is on long term sick leave. This absence is being covered by a teacher on a long term supply contract.

Main findings

Since the inspection you and the leadership team have worked with determination to improve teaching and learning in the academy. Helpful development work has already resulted in more effective lesson planning by teachers who are now better able to help pupils improve their work. For example, useful training in teaching 'progression in calculation' matched with new resources has begun to raise standards in mathematics: one tenth of pupils are now making better progress in Year 4 and almost a fifth of pupils are making better progress in Year 6 this term.

All teachers now attend regular meetings with the senior team to evaluate the progress that their pupils are making. This is now a key factor in the way in which teachers' performance is judged. Teachers' assessment of pupils' work is now much more accurate because you are checking it more carefully.

Your strong vision for the academy's improvement has resulted in the creation of a sensible new leadership structure which will be put in place in September. Already, key staff are benefiting from training and visits to other academies and specific roles have been made much clearer. You have put a new PE manager in place, and he has begun to work on improving the sports development plan; however this is not yet complete.

The leadership team has worked hard with Year 6 pupils to raise standards and the behaviour and attitudes of this group have improved significantly. Nevertheless, gaps in their knowledge due to previous weak teaching mean that they are unlikely to achieve above national expectations in the tests this summer.

You have sensibly made writing a key focus. The new English leader's introduction of 'Friday free-write' and 'The Big Write' have rekindled enthusiasm amongst pupils for longer pieces of writing. Some improvements in the quality of pupils' writing can already be seen in their books, and in classroom displays. A new marking policy has been introduced, and this is beginning to take effect. Some feedback to pupils is more useful now, but there is still work to do to ensure this is consistent.

The introduction of a new behaviour management system, consistently used by all staff, is having an encouraging effect on standards of pupils' behaviour. In

classrooms, children were engaged with their learning, and were keen to show how well they were working. You now communicate better with parents about children's behaviour and this has also had a positive impact.

Two new parent governors, a staff governor and a new clerk have joined the governing body since the inspection. This has strengthened the board's capacity to challenge and support the academy. Nevertheless, governors need to be more proactive in seeking out support and guidance in how to best carry out their strategic duties. An initial self-evaluation of governors' skills leading to the creation of a governors' action plan would be a good start.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the academy until its next section 5 inspection.

External support

Support for the academy from TKAT has improved significantly since the inspection. A strong local mentor provides good support and challenge for the headteacher. TKAT has also brokered useful visits for staff to other academies. An effective programme of training for leadership development is underway. The academy's performance is monitored closely and linked directly to the performance management of the headteacher.

Work with the governing body remains less effective. The academy improvement plan should reflect in detail how this will be addressed with urgency.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for West Sussex.

Yours sincerely

Catherine Anwar
Her Majesty's Inspector