

Felpham Community College

Felpham Way, Felpham, Bognor Regis, West Sussex PO22 8EL

Inspection dates	19–20 January 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Strong leadership from the headteacher and his senior team have brought about significant improvements to key aspects of the school, including pupils' outcomes, since the last inspection.
- Middle leaders are sharply focused on improving the quality of pupils' learning in their subject areas. This drives improvements strongly.
- Teaching is consistently good. Leaders at all levels work well together to foster an ethos of continual improvement; staff are held to account, and a wide range of effective training is provided.
- Positive relationships between teachers and pupils underpin engaging and effective learning.
- Pupils achieve well in English and mathematics and across a range of other subjects.
- Gaps in achievement among different groups of pupils currently at the school are closing rapidly. The progress made by disadvantaged pupils is better than in the past.
- The curriculum is effective in all key stages and provides good opportunities for pupils' personal, social and academic development.
- Parents and their children are justly proud of the school. They recognise that it is a warm and caring place where pupils thrive.
- Teachers know their sixth formers well and design engaging lessons to meet their needs. As a result, achievement in the sixth form is good.
- Sixth formers make a positive contribution through whole-school leadership positions and by acting as role models for younger pupils.

It is not yet an outstanding school because

- Occasionally, teachers do not challenge pupils sufficiently, which means that they do not make really rapid progress.
- Although they are closing, some gaps remain between the achievement of disadvantaged pupils and others.
- While leaders track pupils' progress in Key Stage 4 in great detail, including the progress of pupils in different groups, this is not as reliable or rigorous in either Key Stage 3 or the sixth form.

Full report

What does the school need to do to improve further?

- Accelerate pupils' progress further so that they make rapid and sustained progress by ensuring that all teachers consistently offer appropriately high levels of challenge in lessons.
- Improve the effectiveness of leadership and management in ensuring that outcomes for all groups of pupils are outstanding, by:
 - ensuring assessment and tracking systems are as effective in Key Stage 3 and the sixth form as they are in Key Stage 4
 - eliminating remaining gaps in achievement between disadvantaged pupils and others.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has shown strong and determined leadership and has brought about significant improvements in all areas of the school's work since the previous inspection. There is a shared culture of continual improvement from the top down and teachers and other staff are proud to be part of the school's success. As a result, the quality of teaching and the progress that pupils make, although not yet outstanding, have improved significantly since the previous inspection.
- The vast majority of parents who expressed an opinion praised the quality of leadership and management and would recommend the school to other parents.
- Senior leaders monitor the quality of teaching very effectively and they know teachers' individual strengths and areas for further development well. They use this information to provide focused training and support for teachers. This has led to improved outcomes in most subject areas.
- Middle leaders trust and respect the headteacher and his senior team. They appreciate the challenge leaders bring to their work. Working together has ensured that teaching is now securely good in English, mathematics, science and across nearly all other subject areas.
- Subject leaders work as an enthusiastic and committed team and they have been effective in driving improvements within their own subject areas. A culture of collaborative learning, professional dialogue and coaching has raised standards of teaching and learning. Staff surveys and feedback to inspectors indicate that this approach is valued by teachers and staff morale is high.
- Senior leaders have ensured that the leadership of special educational needs and additional support for vulnerable pupils is particularly effective. Consequently, these pupils' attendance, behaviour and progress have improved.
- The pupil premium grant is used well to raise the attainment of disadvantaged pupils. It has funded a well-managed suite of enrichment activities, accelerated reader programmes and extra in-class support which have improved the progress made by this group. Although published information does not yet show a significant reduction in the gaps in standards achieved by disadvantaged pupils and their peers in mathematics, these gaps are closing much more convincingly for pupils currently at the school.
- Leaders ensure that the Year 7 catch-up funding is used to very good effect to raise standards of literacy and numeracy for those pupils arriving in the school with lower than average attainment in English, mathematics or both subjects. The school's breakfast reading club is valued by pupils and is particularly effective at supporting them to improve their reading skills.
- The school values of 'achievement, care and equality' are at the heart of school life and ensure that the curriculum meets the needs of pupils very well. This fact, together with the wide range of opportunities for learning beyond lessons and opportunities to take up leadership roles, underpins pupils' achievements. As a result, pupils' progress has improved and outcomes are now good.
- Close working relationships with two other local schools has led to better teaching and leadership in a range of subjects. The school works well with a link adviser from the local authority. Regular monitoring and review visits take place to affirm the accuracy of leaders' self-evaluation and the impact of their improvement work.
- Assemblies promote opportunities for reflection and tutor time is used well to stimulate interest in a broad range of issues, inspired by current affairs. This, plus a well-planned religious education programme at Key Stage 3 and a wide range of opportunities in other subjects, combine to promote a good awareness of spiritual, moral and social issues. While pupils respect people from different backgrounds, cultures and beliefs they do not have a deep understanding of the diversity of different cultures in modern Britain. The school is conscious of this gap in provision and there are plans to address it.
- Leaders have a track record of effective monitoring of pupils' achievement in order to improve teaching, the curriculum and pupils' outcomes. At the time of this inspection, the school had recently implemented new systems of assessment and tracking of pupils' progress in Key Stage 3. These systems were insufficiently accurate or embedded enough to reliably indicate pupils' current progress. Senior leaders are aware of this and arrangements are in place to resolve these issues.
- **The governance of the school**
 - Governors share the headteacher's ambitious aims and vision for the school and manage the performance of the headteacher well. The wide variety of training they are undertaking is giving them the ability to offer increasingly robust and systematic challenge to specific aspects of the school's work

that are not yet outstanding.

- A planned calendar of focused meetings and visits enables governors to evaluate aspects of the school such as safeguarding, provision for pupils with special educational needs and the quality of teaching. This has ensured that they have a good understanding of the school’s day-to-day work.
- Leaders report regularly on their areas of responsibility and governors check that they have suitable targets to bring about improvements.
- Through effective checks on the fair and consistent application of policies, governors ensure that only good performance is rewarded with pay rises. They also make sure that finances are managed well, including checking that pupil premium funding is used to improve disadvantaged pupils’ outcomes.
- Governors scrutinise performance information and assess the success of the school against its own targets well. They are less familiar with externally produced analyses and so less focused on comparing the school’s performance with regional or national targets.
- The arrangements for safeguarding are effective. Governors monitor this aspect of the school’s work closely. Leaders liaise well with external agencies if there are any concerns about pupils. Good systems ensure regular and high-quality training for all staff and secure the well-being and safety of pupils. As a result, pupils say that they feel safe in school and the vast majority (95%) of parents agree. Ninety-eight per cent of the parents who responded to Parent View said that their child was happy at the school.

Quality of teaching, learning and assessment is good

- Good teaching drives good achievement for all groups of pupils in the school. The best teaching is lively and challenges all pupils to achieve high standards. Regular training workshops and peer coaching enable teachers to share ideas and resources and drive improvements to the quality of teaching and assessment across the school.
- Teachers know their pupils’ strengths and areas for development well and they typically have high expectations. Staff use their specialist subject knowledge to good effect to design thought-provoking and engaging lessons. Most teachers use detailed information about pupils’ achievement well to provide pupils with additional support and challenge within and outside lessons.
- Teaching in English is highly effective and pupils are making rapid progress. Effective systems are in place to support teachers’ assessment of pupils’ work and ensure that all groups of pupils achieve well. Pupils have very good attitudes towards learning. Teachers ensure that creativity and structure are balanced well. For example, Year 10 pupils focusing on engaging vocabulary and imagery were challenged by the teacher to ‘write freely and edit in detail’.
- Teaching in mathematics is very strong because the head of department has high expectations and is very clear about the approaches needed to ensure every pupil achieves well. Detailed planning is shared with teachers and teaching assistants which identify appropriate resources and support for any pupils who lag behind. Teachers challenge pupils to think deeply by spotting relationships and solving problems. Year 8 pupils proudly explained to inspectors why they produced such neat and well-organised work in class: ‘the benefit of this is so we can learn new techniques and practise how to solve problems’.
- Literacy is taught well across the school, with teachers sharing responsibility and using agreed strategies for improving pupils’ written, oral and listening skills.
- Teachers and teaching assistants work closely together as an effective team to support pupils with special educational needs or those for whom English is an additional language. For example, in mathematics and science lessons, pupils’ self-confidence and learning improved because teachers and teaching assistants skilfully supported them to solve problems by breaking down complex tasks into a series of smaller steps.
- Occasionally, not all pupils are stretched enough. This happens when teachers set tasks not closely matched to pupils’ needs or as challenging as in other lessons. Sometimes teachers give answers to questions too quickly and reduce opportunities for discussion or deeper thinking.
- Most teachers regularly assess pupils’ work and give detailed feedback in line with the school’s policy. This was seen to be very effective in subjects such as English, mathematics and science where pupils are given time to reflect on the feedback they have received. The majority of pupils use this opportunity to correct their work and contribute further ideas which improves their understanding. Not all of the teachers follow the school’s procedures; consequently, their feedback is less detailed and not all pupils are challenged to improve as much as they could be.

- Parents are pleased with the quality of teaching and the vast majority appreciate the time that teachers take to inform them of how well their children are doing.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school is a warm and welcoming place. Pupils' welfare is a very high priority for staff and good systems are in place to offer help and support, sometimes involving external agencies when appropriate. A very high proportion of parents say that their child is happy in school and is well looked after here. One parent described how, 'the staff have been excellent at looking after [their son's] whole educational well-being. They have responded to any concerns immediately and have helped him as if he were their own'.
- Pupils are confident to explain their understanding of how to keep themselves safe, in and around the school as well as online. Learning about e-safety is given an appropriately high priority.
- Attendance overall is slightly above the national average and is improving. Disadvantaged pupils, disabled pupils and those with special educational needs have contributed disproportionately to absence levels in the past, but there are good indications that this is being addressed.
- Overall rates of exclusion have been below national averages for some time and exclusion is only used as a last resort. In the past, disadvantaged pupils, and those with special educational needs have had higher exclusion rates than their peers. Investment in better resources and systems to support these groups of pupils have resulted in marked improvements in their attitudes and behaviour. Consequently, any differences in exclusion rates are being eradicated.
- The very small number of pupils in Key Stage 4 who attend Chichester College benefit from their experience of a more vocational curriculum coupled with carefully organised learning in the core subjects. Good links between this provider and Felpham Community College ensures their welfare and progress towards appropriate qualifications.
- Careers advice and guidance is very well organised and effective. Key Stage 4 pupils receive independent advice about the range of opportunities available to them at age 16, including the variety of courses, different institutions and qualifications needed to support their aspirations.

Behaviour

- The behaviour of pupils is good.
- This is a happy, caring and purposeful school with a calm and orderly atmosphere. Nearly all pupils conduct themselves well around the site at all times. They are confident, polite and respectful to staff, visitors and each other. They know the standards expected of them and take a pride in their uniform and their school. Parents recognise and value this.
- Behaviour in most lessons is very good. Pupils are punctual, come to lessons well equipped and ready to learn. The vast majority of pupils are keen, attentive and thoughtful in class.
- In a minority of lessons, not all of the pupils receive the challenge they need to maintain their interest or stretch their level of understanding. When this happens some pupils can drift off task and become passive, avoiding asking or answering any questions and so slowing their learning.
- Incidents of bullying are rare. Pupils report that, on the few occasions that bullying occurs, they are very confident that they can share their concerns with staff, whom they trust to make appropriate responses. Sixth formers, staff and parents informed inspectors that behaviour has improved significantly in the school over recent years.

Outcomes for pupils are good

- Pupils enter the school in Year 7 with levels of attainment in line with the national average. Published performance information indicates that in 2015, the proportion of pupils who attained five or more C grade GCSEs, including English and mathematics, did not improve significantly from the year before and remained slightly below average. The school reasonably predicts that, in 2016, pupils' attainment will improve significantly.
- In 2015, pupils' progress in English improved significantly and overall progress was very good for nearly

all groups of pupils. These high standards have been maintained and improved. Pupils currently at the school make good progress in English, mathematics and science and across most of the curriculum. Progress in humanities has been weak in the past, but there are signs that this is improving.

- In previous years, the school has adopted a strategic use of early entry in English language and mathematics to maximise pupils' final outcomes at GCSE. Although some did not initially attain a grade C or failed to reach their aspirational targets, many went on to improve their grades when they re-took the examinations in the summer of Year 11. This approach served their needs well. The school no longer enters pupils early for GCSE examinations.
- In the past, disadvantaged pupils, although progressing well in English, have underachieved in mathematics. This group made less progress than other pupils nationally and within the school. This is no longer the case. Disadvantaged pupils in Key Stage 4 are making improved progress in English and mathematics from all starting points and gaps are narrowing. Senior leaders and governors are well aware that there is more to be done to eradicate these gaps.
- The school has improved outcomes for pupils with special educational needs. Better identification and support is now ensuring improved progress for these pupils in most subject areas. Leaders share information with classroom teachers, helping them to improve their planning and make maximum use of teaching assistants in class. As a result, the progress of pupils with special educational needs has improved, but they are not yet making the same levels of progress as their peers in all subject areas.
- In Key Stage 3, progress is good in English, mathematics, science and across the curriculum. Most pupils are on track to meet, or better, the appropriate targets set for them. Improvements in the quality of teaching have rapidly narrowed the gaps between disadvantaged pupils and their peers.
- Outcomes are consistently good in most subject areas. Teachers regularly check pupils' learning and provide a raft of helpful support and guidance for any who lag behind. Consequently, pupils achieve well in English, mathematics, science and across a range of other subjects.

16 to 19 study programmes

are good

- The school provides effective careers advice and guidance and a suitable range of study pathways with clear routes to further study or employment. All learners studying vocational courses complete work experience and the school supports many of those studying academic courses to do so. Consequently, the vast majority of learners progress to further education, training or employment in their chosen field and increasing numbers are progressing to top universities.
- Subject leaders regularly check learners' progress towards demanding targets. A raft of support measures are delivered by subject teachers and tutors for any learners who start to fall behind. Sixth formers take a pride in their school and they appreciate the support teachers give them.
- Teaching in the sixth form is very good. Teachers have high expectations and use their strong subject knowledge to design learning activities which engage and challenge learners. Teachers regularly ask probing questions which demand that learners think deeply and make connections between topics. Detailed feedback enables many learners to work independently to improve the quality of their work. As a result, they learn well in lessons and over time.
- Sixth form attainment is improving and more learners are staying in the school from Year 12 to Year 13. Progress in vocational subjects has been good in the past and continues to be so. Although many learners achieved the A-level grades they needed to take their places at university, for some their progress was below average in a small number of subjects. To improve outcomes in these subjects, leaders ensure teachers work together to share good practice at what constitutes good A-level teaching.
- This year, progress in English, mathematics, history and physical education A levels is outstanding; in most other subjects progress is good but in a few areas it is weak. The progress being made in vocational subjects is consistently good or better. Leaders are aware of these variations and are reducing them by working closely with heads of department and subject teachers.
- Most learners who re-took English or mathematics GCSEs in 2015 improved on their grades and many successfully gained grade C. This is a significant improvement on the previous year.
- The conduct of sixth formers across the school is exemplary and they provide excellent role models for younger pupils. Sixth formers are mature, tolerant and respectful of difference. They have a very good understanding of how to look after themselves and be safe.
- Tutor time is used well to reflect on social and moral issues and help learners prepare for adult life. In addition, sixth formers told inspectors that they particularly value the wide range of enrichment activities

such as quiz nights, debates and the summer ball that the school offers. Many learners take up leadership roles in the school supporting extra-curricular activities and charity fundraising. This contributes well to their development as responsible citizens.

- Subject leaders ensure that teachers assess, monitor and support the progress of individual sixth formers well. However, senior leaders' tracking systems are less effective in the sixth form than elsewhere in the school. This makes it difficult for the school to compare the progress of different groups of learners to analyse any trends or gaps.

School details

Unique reference number	126080
Local authority	West Sussex
Inspection number	10002295

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,304
Of which, number on roll in 16 to 19 study programmes	208
Appropriate authority	The governing body
Chair	Ken Lloyd
Headteacher	Mark Anstiss
Telephone number	01243 826511
Website	www.felpham.com
Email address	fcc@felpham.org.uk
Date of previous inspection	7–8 November 2013

Information about this school

- Felpham Community College is a much larger than average secondary school.
- The vast majority of pupils are White British and speak English as their first language.
- The proportion of pupils eligible for pupil premium (additional state funding) is below the national average. Some pupils are eligible for the Year 7 catch-up premium.
- The proportion of pupils who are disabled or have special educational needs is above the national average. The proportion with a statement of special educational needs or education, health and care plan is low.
- A very small number of pupils in Key Stage 4 attend Chichester College as alternative provision to follow vocational courses.
- Felpham Community College is not supported by either national leaders of education or specialist leaders of education. It does not provide support to any other schools locally.
- The school meets current government floor standards, which set the minimum expectations for attainment and progress.

Information about this inspection

- Inspectors observed pupils in 39 lessons in order to contribute to their evaluation of the quality of teaching, learning, and assessment. Some of these observations were conducted jointly with members of the school leadership team. Inspectors also attended tutor periods, an assembly, visited the library and observed pupils' conduct around the site at break and lunchtime.
- Meetings were held with the headteacher, members of the governing body, senior leaders, teachers and support staff, a representative of the local authority and several groups of pupils.
- Inspectors scrutinised a range of school documentation including that relating to: policies; the minutes of governors' meetings; annual review and strategic planning documents; self-evaluation documents; pupil achievement; behaviour and attendance information and a wide range of pupils' work.
- Inspectors considered the views expressed in 146 responses to Parent View, 176 pupil survey responses received and 65 questionnaires returned by school staff.

Inspection team

Matthew Newberry, lead inspector	Her Majesty's Inspector
Martin Brown	Ofsted Inspector
Mary Davies	Ofsted Inspector
Andrew Gray	Ofsted Inspector
Susan Child	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

