

# Bishop Luffa Church of England School, Chichester

## Inspection report

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<b>Unique Reference Number</b>	126097
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	328455
<b>Inspection date</b>	22 October 2008
<b>Reporting inspector</b>	Sheila Browning

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>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	1103
Sixth form	278
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Green
<b>Headteacher</b>	N C Taunt
<b>Date of previous school inspection</b>	21 November 2005
<b>School address</b>	Bishop Luffa Close Chichester PO19 3LT
<b>Telephone number</b>	01243 787741
<b>Fax number</b>	01243 531807

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## Introduction

The inspection was carried out by two Additional Inspectors.

Inspectors evaluated the overall effectiveness of the school and of the sixth form and investigated the following issues: pupils' achievement and standards, especially in narrowing the gender gap amongst pupils achieving five A\* to C grades (including English and mathematics), at GCSE; the quality of the school's teaching, learning and provision; and the effectiveness of leadership and management.

Evidence was gathered from the school's self-evaluation, the school's own assessment records, the minutes of meetings, observation of lessons, samples of pupils' work, discussions with senior and middle leaders, governors and pupils, and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The school is a specialist technology college with a large sixth form. The school has a number of awards that reflect its commitment to high standards and enriched provision. Pupils join the school with above average levels of attainment. The vast majority are White British, with a few from minority ethnic groups, none of whom is at the early stages of learning English.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. The vast majority of parents are supportive of the school's work and share this view. Typical comments included, 'my children are very happy here', 'the ethos is shown in every aspect of learning and welfare', and 'each child is treated as an individual and feels valued'. The school's Christian ethos permeates every aspect of its work. Pupils shared their immense pride at being at Bishop Luffa, and said, 'We're like a big community: we all work together and take in each other's views.' Standards are exceptionally high. Nonetheless, the excellent leadership and management are not complacent. They are firmly and successfully focused on ensuring pupils' classroom experience is consistently outstanding. There is a sharp focus on developing pupils' thinking and learning skills, and ensuring innovative learning experiences. This and the excellent use of information and communication technology (ICT), combined with consistently high quality teaching, are why pupils' achievement is outstanding.

The school is superbly led by the headteacher and a dedicated and passionate senior leadership team ably supports him. Changes in the organisation of the excellent leadership and management have resulted in a shared accountability and determination to seek continued improvement at every level of management. Governors are fully involved in the school's strategic leadership. This school is creative, dynamic and reflective in how it organises and plans future developments. Innovative developments are seen in its 'leading edge' work, which seeks to share the best teaching and learning practice. The valued work of faculty coaches is used extremely effectively to enhance teaching skills, which are excellent. The modelling of effective classroom practice and the analysing and sharing of best practice has had a strong impact on staff and pupils who evaluate the improvements. In turn this has driven up pupil achievement, most noticeably in the specialist status subjects of science and design and technology.

The outstanding curriculum confirms the school's resolve to secure the best learning and enrichment opportunities for its pupils. Pupils spoke highly of 'exploration-days' during which each year group has a special focus. For example, Year 8 'took over' an airline, designed uniforms and researched food packaging, Year 9 studied 'rockets and space' whilst Year 10 explored different places of worship and experienced a 'reflective zone'. Pupils enthused about the numerous extra activities from rock climbing to Christian Union, and residential trips ranging from the Isle of Wight to Iceland.

The 2007 end of Year 9 results and GCSE results at the end of Year 11 were significantly higher than nationally. The proportion who attained the highest A\*/A grades was twice as good as national figures. Unvalidated results for 2008 look stronger on all fronts. The inspection focused on the progress of learners, which when compared with indicators against how much value the school added, had dipped very slightly in 2007. It is clear that actions taken and especially those to reduce the gender difference seen in Years 10 to 11 have had a significant impact. As yet, there is still a marginal difference between boys and girls in the A\* to C grades at GCSE, including in English and mathematics. Pupils work and play hard because of the high expectations set. Consequently, their behaviour, attitudes, and personal development are exemplary and are a mark of the excellent care, guidance, and support they receive. Sixth formers are excellent role models for younger pupils who respect them for their energetic involvement in the school.

Pupils thoroughly enjoy school, especially when learning practically, using whiteboards, visual aids and videos. They show an acute awareness of how to stay healthy and safe and are extremely well prepared for their future lives. Pupils make a strong contribution to the local, United

Kingdom and global communities through their extensive charity activities and participation in raising awareness about global issues. The very strong links with parents and the church are integral features of this school. The school's specialist status is used well to extend and enrich curriculum opportunities for the pupils and professional development for staff. The school works closely with primary schools, universities, local and national bodies. Pupils' progress is closely checked. Any vulnerable or underperforming pupils are identified quickly and well-targeted help is at hand. Additionally, staff and sixth formers regularly mentor pupils. Pupils talked confidently about their learning targets and they understand what they need to do to improve their learning.

Procedures for checking the school's performance are embedded and robust. Challenging targets are set, informed by the rigorous analysis of data about pupil performance. Despite some major building projects, including a new sixth form library, space is at a premium. Some of the classrooms are cramped and the corridors are narrow, which confine pupils' learning and movement about the school. Nevertheless, given the sustained improvements in all aspects of the school's work since the last inspection, the school has outstanding capacity to improve.

### **Effectiveness of the sixth form**

#### **Grade: 1**

The sixth form is outstanding. Standards are exceptionally high and reflect the very high quality provision. Students' achievement is outstanding because of excellent teaching and the enriched learning opportunities students experience. Their needs, aspirations and interests are exceptionally well met. They play a pivotal role in the life of the school through organising and running the school's extensive fund raising for charity, such as a fashion show and charity week. Many are peer mentors and educators to pupils in lower years. Excellent attitudes, behaviour, and their outstanding service in the community help them to develop teamwork, social skills and political awareness, all of which are typical features of their outstanding personal development.

The sixth form is very well managed and improvements in the coordination of learning and monitoring of progress are noted. The proportion of pupils who transfer into the sixth form is high as are the retention rates following AS levels in Year 12. The impact of close mentoring is also seen in the very high proportion of students gaining their first choice university. The new library for research and independent learning and the planned programme to implement new courses and qualifications indicate the school's clear understanding of what steps are needed to meet new demands.

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

- Strengthen the work to reduce further the gender gap in performance at five A\* to C grades at GCSE including English and mathematics.

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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	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	1
Effective steps have been taken to promote improvement since the last inspection	Yes	NA
How well does the school work in partnership with others to promote learners' well being?	1	1
The capacity to make any necessary improvements	1	1

### Achievement and standards

<b>How well do learners achieve?</b>	1	1
The standards <sup>1</sup> reached by learners	1	1
How well learners make progress, taking account of any significant variations between groups of learners	1	1
How well learners with learning difficulties and/or disabilities make progress	1	

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners adopt safe practices	1	
The extent to which learners enjoy their education	1	
The attendance of learners	1	
The behaviour of learners	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	1
How well are learners cared for, guided and supported?	1	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively leaders and managers use challenging targets to raise standards	1	
The effectiveness of the school's self-evaluation	1	1
How well equality of opportunity is promoted and discrimination eliminated	1	
How well does the school contribute to community cohesion?	1	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

**Annex B****Text from letter to pupils explaining the findings of the inspection**

22 October 2008

Dear Pupils and Students

Inspection of Bishop Luffa CofE School, Chichester, PO19 3LT

Thank you for contributing to the recent inspection. We enjoyed talking with you and listening to your views. We agree with you and with many of your parents that your school is outstanding. You all work together extremely hard to make it so and you reach very high standards.

Your school is welcoming and friendly and Christian values clearly underpin its work. Your headteacher and senior staff lead the school exceptionally well. All the staff and governors are determined that you have the best opportunities to learn and they provide you with excellent care, guidance and support. Teachers are very knowledgeable about their subjects and work hard to make sure you have outstanding teaching. As a result, you learn extremely well and show excellent attitudes to learning. Your behaviour and personal development are outstanding. Well done!

The school makes the most of its specialist technology college status and you thoroughly enjoy the excellent range of opportunities available to you. The school has excellent partnerships with other schools, the church, local and wider communities. The curriculum is outstanding and you told us how much you enjoyed the challenge and variety in your lessons and how proud you were to be at Bishop Luffa. You have an excellent awareness of how to lead safe and healthy lives and you are extremely well prepared for the next stages of your lives. Many of you told us about the numerous trips and visits that you thoroughly enjoy. We hope that Year 7 pupils enjoyed their stay at the Isle of Wight, which they were so excited about.

You told us that you knew exactly how well you were doing and that you appreciated the help and advice you get. We were very impressed too when you told us about 'thinking and learning skills' and 'personalised learning' and how these helped you to learn. We were also impressed by your significant fund raising activities and the central role that the sixth form plays in the life of the school.

There is one thing we have asked the school to improve.

- Strengthen the work being done to make sure both boys and girls achieve their very best in the five A\* to C GCSE grades including English and mathematics.

You can help too by making sure you continue to do your very best in your studies.

Sheila Browning Lead Inspector