

# Inspection of Bishop Luffa School, Chichester

Westgate, Chichester, West Sussex PO19 3HP

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Inspection dates: 30 November and 1 December 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Sixth-form provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Bishop Luffa School under section 5 of the Education Act 2005. However, Ofsted previously judged Bishop Luffa School to be outstanding, before it opened as an academy.

## **What is it like to attend this school?**

Pupils certainly live out the vision of 'life in all its fullness' at this exceptional school. The school has a long tradition of achieving high standards, making it extremely popular in the locality. Leaders have raised ambitions further by making the school even more inclusive. This is helping to enact the school motto 'always our best because everyone matters'. This includes, for example, supporting more vulnerable pupils really well at the new separate provision known as the Launchpad and helping to seamlessly integrate 30 new pupils from the Ukraine.

The school's strong Christian values mean that pupils know right from wrong. Behaviour is exemplary. Any rare acts of unkindness, bullying or inappropriate language are tackled immediately by caring staff. This is a school where you can be yourself and have your individual gifts and talents celebrated. There are opportunities for everyone to thrive academically and culturally as well as physically through sport.

The school buzzes with activity at lunchtimes as pupils enjoy social time together and participate in the vast array of clubs and societies. Many of these are organised by sixth-form students, who play a remarkably important role in the school. Beyond their academic studies, sixth formers lead other pupils in the excellent contribution the school makes to charities and the local community.

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

Pupils study a broad and ambitious curriculum in key stage 3. In each and every subject, there is a clear vision of what pupils should learn, know but also enjoy. The curriculum is well sequenced and enables pupils to develop their learning further in chosen subjects in key stage 4, and to be very successful in their examinations. Entry into the English Baccalaureate is increasing year on year with more pupils studying languages. In addition to this suite of subjects, every pupil studies religious education at GCSE. In the sixth form, a mainly academic curriculum is offered that meets the needs of students exceptionally well. In recent years, a wider range of subjects, including in the arts, have been offered at A-level. As a result, the sixth form has continued to grow and increase in popularity.

Teachers have excellent subject knowledge, which they pass on to pupils in well planned and taught lessons across all subjects. Lessons are characterised by activities that encourage pupils to recall their previous learning before building on this and developing new knowledge. Teachers skilfully use assessment in lessons and more formally to ensure that pupils are making the progress through the curriculum they expect. Any pupils that fall behind are given additional support to help them get back on track. In the sixth form, students take personal responsibility for their study. In their lessons and other study time, students work studiously to a very high standard. Students make an exemplary contribution to a unique working environment that may more usually be found in higher education.

Where required, leaders have adapted the curriculum to reflect pupils' learning loss during the COVID pandemic. For example, practical aspects of mathematics are currently being prioritised in class that could not be practised online. Any special educational needs and/or disabilities (SEND) are quickly identified. Recent work across all subjects has enhanced the support that pupils with SEND receive in class to help them make rapid progress through the curriculum, like their peers. At the Launchpad, pupils, many of whom have missed significant time in school, have well designed learning programmes that include work towards GCSEs in English and mathematics. The very few pupils who struggle to read are helped to catch up very quickly.

Pupils behave very well in class because the curriculum and teaching are thoroughly engaging. Pupils, and especially students in the sixth form, frequently ask perceptive questions to further and extend their own learning. No learning time is lost, and pupils are equally diligent about completing their homework tasks.

Opportunities to develop pupils into well rounded citizens are in abundance at this school. Trips to UK and worldwide destinations, such as Tanzania, are well supported and shape pupils' character development. Disadvantaged pupils are supported to embark on these visits and to take up the multitude of other opportunities available within the school week. The range is nothing short of impressive.

Pupils' mental and physical health is supported through a well-planned programme of personal, social and health education as well as through support from dedicated adults, when needed. The careers guidance available to all pupils is excellent and pupils are once again receiving experience of the world of work in Years 10 and 12. Sixth-form students receive expert guidance to make successful applications to top universities.

Governors and trustees have relevant skills and expertise for their important roles. They give freely of their time to work towards achieving the best for all the pupils at Bishop Luffa. They are not complacent and are always looking at what more they can do, especially to support the most vulnerable in the school community. They ensure that their statutory duties, for example around equalities, are met.

Staff believe this is an excellent place to work, staff turnover is low. Copious opportunities for high-quality professional development are valued, including studying for nationally recognised leadership qualifications. Teachers early in their careers are equally well supported. Staff and parents alike value the calm, clear and very visible leadership the headteacher brings to this very special school.

## Safeguarding

The arrangements for safeguarding are effective.

Pupils can all identify staff they trust to talk to should they have any worries. Staff have been trained to take personal responsibility for reporting any safeguarding concerns to designated leaders. These leaders then work collaboratively with other professionals to keep the most vulnerable pupils safe. The relationship with other agencies is characterised by trust and challenge to ensure that pupils get the best possible outcomes.

Appropriate checks are carried out on staff, trustees, governors and volunteers who work in the school. Leaders responsible for safeguarding have also thought carefully about the specific risks facing pupils who attend the Launchpad provision within the school.

Leaders continuously develop the curriculum to ensure it helps pupils and students learn to manage their own safety and well-being.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140472
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10242408
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1567
<b>Of which, number on roll in the sixth form</b>	336
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	James Wilson
<b>Headteacher</b>	Austen Hindman
<b>Website</b>	<a href="http://www.bishopluffa.org.uk">www.bishopluffa.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Bishop Luffa school opened as an academy in December 2013. The predecessor school with the same name was last inspected in October 2008 and judged to be outstanding.
- The school is part of the Bishop Luffa Learning Partnership Trust, which incorporates this school and Rumboldswyke Church of England Primary School.
- In addition to the main school site in Chichester, the school has opened Bishop Luffa Launchpad at Lavant. This provides alternative provision for pupils who are unable to access the full curriculum at the main school.
- The school also currently makes use of a range of alternative providers in the local area.
- This is a Church of England school. The last section 48 inspection took place in March 2020 where the school was graded as excellent.

- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors 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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders throughout the inspection. The lead inspector met a group of trustees and local governors, including the chair of the trust and the chair of the local governing body.
- Inspectors carried out deep dives in English, mathematics, science, history, design technology and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited further lessons, tutor times and assemblies, including in the sixth form. Inspectors also visited the Launchpad provision.
- To inspect safeguarding, inspectors met with designated leaders and held discussions with pupils and staff. They also scrutinised a range of records, including the records of recruitment checks.
- Inspectors talked to numerous groups of pupils both formally and informally at break and lunchtimes. They also considered 557 responses to the pupil survey.
- Staff views were sought through discussions and the staff survey completed by 96 members of staff.
- Inspectors considered over 300 written responses to Parent View, Ofsted's online survey for parents and carers.

## Inspection team

Lee Selby, lead inspector	His Majesty's Inspector
Julia Mortimore	Ofsted Inspector
Mike Serridge	Ofsted Inspector
Paul McKeown	Ofsted Inspector
Ben Bond	Ofsted Inspector

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