

Stedham Primary School

Inspection report

| | |
|--------------------------------|----------------------|
| Unique Reference Number | 125854 |
| Local Authority | West Sussex |
| Inspection number | 360799 |
| Inspection dates | 28–29 September 2010 |
| Reporting inspector | Eileen Chadwick |

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

| | |
|--|-------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 92 |
| Appropriate authority | The governing body |
| Chair | Saadia Yusuf-Meighan |
| Headteacher | Sally Dreckmann |
| Date of previous school inspection | 7 May 2008 |
| School address | School Lane Midhurst GU29 0NY |
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Introduction

This inspection was carried out by two additional inspectors. They visited seven lessons, and observed four teachers. Inspectors also held meetings with pupils, staff with key responsibilities and representatives of the governing body. In addition to observing the school's work and evaluating documentation such as policies, the school improvement plan, pupils' work and records of their learning and progress, inspectors examined 42 completed questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils develop their key skills from the Early Years Foundation Stage through to Year 2
- the steps taken to develop the curriculum and teaching to meet the needs of all pupils now the school is an all-through primary school with a Year 6
- whether teaching and the curriculum consistently meet the learning needs of different groups of pupils in mixed-age classes
- the impact of all levels of leadership on raising achievement.

Information about the school

This primary school is below average in size and draws its pupils from the local village and from further afield. Most pupils are White British and a below average proportion of pupils is known to be eligible for free school meals. The proportion with special educational needs and/or disabilities is below average and these pupils mainly have emotional and behavioural difficulties. In September 2009, the school grew in size to include Year 6 pupils. The headteacher has led the school since the start of this term.

The Early Years Foundation Stage children are taught alongside Year 1 pupils in a mixed-age class. The school's awards include Healthy Schools and International Schools. The breakfast club held on the school site is privately managed and did not form part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Stedham Primary provides a satisfactory quality of education. It is a friendly place where good quality care underpins pupils' enjoyment of school and their strong sense of personal safety. Pupils' good spiritual, moral, social and cultural development also helps to promote a happy school. Pupils contribute well to the community, in which the school plays an important part. They have a good understanding of how to live healthily. The new headteacher has a clear vision for the school's future, is building on the school's strengths and has begun to make necessary changes to improve pupils' achievement.

Pupils' achievement is satisfactory. Those joining the Reception class usually have above average attainment. However, by the end of Reception, few achieve above average standards in creative development and in their knowledge and understanding of the world. In Reception, independent learning activities are sometimes not sufficiently stimulating and there are too few opportunities for children to make choices and learn independently. Pupils make satisfactory progress from Reception to Year 2 and this results in their above average attainment on entry to Key Stage 2. In Year 2, pupils' progress in reading is good. In Key Stage 2, pupils' progress is satisfactory but inconsistent. In Years 3 and 4, pupils' progress slows when teaching does not fully meet the needs of those who find learning difficult and of those more capable pupils when work is not challenging enough. This is preventing pupils reaching even higher standards by Year 6. Pupils' progress is good in Years 5 and 6 because of better teaching. By the end of Year 6, pupils' attainment is above average in English and mathematics. However, more capable pupils do a little better in English than mathematics and, in science, fewer pupils attain higher levels.

The overall quality of teaching and the curriculum is satisfactory. Teachers have good relationships with their pupils but the match of work to their learning needs is not as precise as it should be. Assessment weaknesses cause slower progress at times. A school focus is to increase the accuracy of teachers' assessment of pupils' attainment and progress. Pupils are keen to learn and their attendance is good. Their behaviour is also good overall, and excellent when teaching fully matches their learning needs. There are good opportunities for extra-curricular activities and for pupils to learn with pupils from other schools, especially sport. The school is still developing an effective structure for teaching key skills in its cross-curricular topics and this is not yet robust enough. For example, there are some gaps in science and a lack of opportunity for pupils to apply their basic literacy and numeracy skills in different subjects.

Leadership and management are satisfactory. The headteacher is tackling some of the outstanding issues with urgency and vigour. For example, the roles and responsibilities of staff are being reviewed so that middle leaders are enabled to play a full part in raising achievement. The school is strengthening its systems for checking pupils' progress. This includes the development of a single system for tracking pupils' progress across the school

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so that robust checks can be made on how well they are doing. The leadership's accurate self-evaluation means the school has appropriate priorities for moving forward. Governors recognise the school's strengths and weaknesses and, under the well-informed leadership of the chair, they are strengthening their role in challenging the school. All this, alongside good provision for Year 6 pupils, indicates satisfactory capacity to improve.

What does the school need to do to improve further?

- In the Early Years Foundation Stage, improve children's attainment in creative development and knowledge and understanding of the world and provide more opportunities for children to make choices and to learn independently, including through more stimulating play activities both indoors and out.
- Raise pupils' attainment and improve their progress by:
 - increasing the proportions reaching higher levels in mathematics and science
 - increasing the rate of pupils' progress in Years 3 and 4 ♦
 - developing teachers' skills in assessing pupils' learning and progress so they can plan activities which build on what pupils already know
 - ensuring pupils apply their basic skills across all subjects.
- Develop systems for more effective shared leadership and management by:
 - clarifying the roles of some middle leaders so best use is made of their expertise across the school
 - developing the roles of middle managers so they play a full part in raising pupils' achievement. ♦
 - developing a whole-school tracking system that enables leaders, staff and governors to make robust checks on pupils' attainment and progress. ♦

Outcomes for individuals and groups of pupils**3**

Pupils' personal development is good. Their learning in the classroom is predominantly satisfactory, and occasionally good. Accelerated progress in Years 5 and 6 enables pupils to make up ground lost earlier in Key Stage 2 where work does not always build on the basic skills gained by the end of Key Stage 1. In one good mathematics lesson in Years 5 and 6, when pupils explored the problem of how to represent 3-D shapes in 2-D on paper, the teacher ensured there was a good level of challenge for all pupils. She gave the pupils excellent opportunities for them to feed back how well they understood and adjusted her teaching to meet their learning needs. However, there is not enough of this good learning or opportunities for pupils to feed back, which limits the consistency of their progress. The school acknowledges that occasionally pupils lose concentration when work is too hard or too easy.

Pupils with special educational needs and/or disabilities achieve satisfactorily. The school has recently reduced the high proportion classified as having special educational needs. A significant number had literacy and numeracy needs because of earlier underachievement. The school is providing intervention for these pupils whilst recognising that better teaching

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is the key to securing appropriate achievement. Those with emotional and behavioural difficulties are helped well and incidents of poor behaviour are unusual. A good feature in Key Stage 2 is that very high attaining pupils in mathematics change classes to learn with older pupils.

Pupils are articulate, polite and well mannered. They move around the school calmly and safely and show respect for cultural differences and other people, reflecting their good spiritual, moral, social and cultural development. They make a valuable contribution to the school community when older pupils support younger ones at lunch and break times and work together for community events, such as creating scarecrows for a harvest display in the church. Pupils' ability to apply their literacy and numeracy skills to the curriculum is satisfactory and this, combined with their good attendance, means the school prepares them satisfactorily for the future.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

There is not enough consistently good teaching across year groups. Teaching is more effective for older pupils and those in Year 2. Teachers effectively share their learning intentions with the class so that pupils know what is expected of them. They make good use of interactive whiteboards to enliven pupils' learning. However, tasks are not always well matched to pupils' ability and needs. In some classes, assessment information is used effectively to do this, but this is not happening in all lessons. In the better lessons,

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teachers ensure activities are relevant to pupils and arouse their interest. They use a mix of approaches which encourage the pupils to learn through listening and watching, sharing ideas and investigative work. However, in some lessons, adults are overly directive and do not give pupils enough opportunities to explain their thinking and apply their skills.

The broad curriculum promotes cross-curricular learning. There are some good examples of practical work underpinning pupils' academic learning, for example in art, science and design and technology, where outcomes in all areas are of good quality. However, opportunities for pupils to develop and apply their basic skills are patchy across the school. There are instances when too many low-level worksheets are used and expectations for the quality and amount of work are not high enough. Teachers do not always make sure writing tasks draw upon pupils' reading skills. Good links with the community and with schools in the Rother Valley Partnership enrich pupils' learning experiences.

Care, support and guidance are good. Effective procedures ensure that pupils are protected, safe and secure in school. Pastoral care is strong. Good partnerships with parents and systematic 'home reading' enhance pupils' progress. Pupils and parents appreciate the family atmosphere in school. Good support for vulnerable pupils helps them to adjust to school and learn well. The school also draws upon its good links with outside specialists to help these pupils. The school's success can be seen in the rapid progress made by them by the time they leave the school. Older pupils are very clear about their targets and what they need to do to improve their learning. Good links with secondary schools ease the transfer to Year 7.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher is ambitious for the school and has begun to communicate her vision clearly to staff. School leaders and governors are clear about the actions needed to drive improvement. The headteacher has begun to create systems for them to work together in developing and evaluating the work of the school. Empowering leaders at all levels has been prioritised and some responsibilities have already been more evenly shared.

However, there is work to do to ensure responsibilities are allocated so they best fit staff's expertise. The school has collected detailed assessment data in the past, but there has been insufficient analysis of how well different groups of pupils are performing and how well provision meets their needs. Some weaknesses in pupils' progress due to teaching inconsistencies have not been addressed quickly enough. There have been many changes recently amongst the governing body and the members between them have a good deal

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of expertise. They are currently receiving training to develop their role so they can better hold the school to account.

There are good procedures for ensuring the safety of pupils and school leaders ensure that staff receive effective guidance to enable them to identify issues that would raise concerns about pupils' well-being. There is no evidence of discrimination, and the relative progress of different groups of pupils as they move up through the school means that equality of opportunity is satisfactory. The school makes a good impact on promoting community cohesion, especially locally. Global links are well established, but the school has rightly evaluated that it is not yet doing all it can to help pupils understand and reach out to the wider British community.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Children settle quickly in Reception because they receive a warm welcome from staff. They are well cared for and kept safe and this helps them to feel secure. Their attainment on entry varies but, overall, is above the level expected. The quality of provision is satisfactory, ensuring the children make satisfactory progress. By the end of Reception, nearly all children reach at least the expected levels for their age. Their language, thinking, reading, writing, problem solving, reasoning and numeracy and physical development are above average. However, children do not do as well as they should in their creative development and knowledge and understanding of the world.

The quality of teaching and the curriculum are satisfactory. There are positive, trusting relationships with teams of adults and, as a result, children are happy, behave well and settle into the routines of the day. However, the daily routine involves too much time when children follow instructions in whole-class and group situations. Not enough time is given to enabling children to make choices and to explore and develop their problem

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solving and independent learning skills. Children have access to a safe and secure outdoor area but this is not used frequently enough and lacks a sufficient range of stimulating opportunities. Indoor play activities for enhancing learning are not always challenging either, especially for creative role play, and so do not enable children to develop their skills to the highest level.

The leadership and management of the Early Years Foundation Stage are satisfactory. Adults keep careful records of children's individual progress but recognise that assessments of children's skills on entry require clarification. The lack of a tracking system is limiting leaders' and staff's evaluation of the impact of provision on children's progress. Although the quality of teaching has been monitored by senior leaders, there has been limited recent monitoring of indoor and outdoor play provision.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Nearly half of all parents and carers returned questionnaires. A very large majority who returned the questionnaire agree that that they are happy with their children's experience at school, and that their children enjoy school and are kept safe. The majority of their concerns are that more capable children are not always sufficiently challenged and progress is not consistent from year to year. Inspectors agree with parents' positive comments and also agree that there is work to do to ensure pupils make consistently good progress through the school, including those who are more capable.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stedham Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 92 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 30 | 71 | 12 | 29 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 30 | 71 | 11 | 26 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 21 | 50 | 20 | 48 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 21 | 50 | 15 | 36 | 3 | 7 | 0 | 0 |
| The teaching is good at this school | 21 | 50 | 20 | 48 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 20 | 48 | 18 | 43 | 1 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 23 | 55 | 18 | 43 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 19 | 45 | 18 | 43 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 20 | 48 | 17 | 40 | 3 | 7 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 17 | 40 | 16 | 38 | 3 | 7 | 0 | 0 |
| The school takes account of my suggestions and concerns | 24 | 57 | 11 | 26 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 17 | 40 | 13 | 31 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 29 | 69 | 12 | 29 | 1 | 2 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 September 2010

Dear Pupils

Inspection of Stedham Primary School, Midhurst GU29 0NY

Thank you very much for welcoming us to your school. We enjoyed talking with you and your teachers. This letter is to tell you what we found out about your school.

The school provides you with a satisfactory and improving education. Here are some of the things you and your school do well:

- You enjoy school and help to make it a special place because you are polite, helpful and behave well.
- You make good progress in Years 5 and 6 and do well in reading in Year 2.
- Your spiritual, moral, social and cultural education is good. ♦
- You understand how important it is to keep fit and healthy and know you should not eat too many cakes and sweets. ♦
- Senior staff, teachers and governors take good care of you and are working hard to make your school even better.

This is what we are asking your school to do to improve:

- In Reception, make sure some of you reach higher standards in creative development and in knowledge and understanding and give you better chances to make choices for yourselves.
- In Key Stage 2, make sure those of you who find learning easy do as well in mathematics and science as you do in English.
- Speed up the progress you make in Years 3 and 4.
- Make all lessons as good as the best ones so that the work is just at the right level and never too easy or hard for you.
- Make sure all school leaders share their contributions effectively to making the school better and check how well things are going. ♦

We hope you will continue to enjoy school and you can help by working hard in all you do. Well done for doing so much for the community. Please keep this up!

Yours sincerely

Eileen Chadwick

Lead inspector

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