

# West Chiltington Community First School

## Inspection report

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<b>Unique Reference Number</b>	125859
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	359957
<b>Inspection dates</b>	1–2 December 2010
<b>Reporting inspector</b>	Wendy Forbes

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	167
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pam James
<b>Headteacher</b>	Julian Rose
<b>Date of previous school inspection</b>	21 May 2008
<b>School address</b>	East Street Pulborough RH20 2JY
<b>Telephone number</b>	01798 813319
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<b>Email address</b>	office@westchiltington.w-sussex.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Ten lessons were observed and seven teachers were seen teaching. Inspectors visited all classrooms on a learning walk to sample displays, behaviour and resources, and held meetings with the Chair of the Governing Body, staff and a group of pupils. Inspectors examined pupils' work and school documents, including improvement and action plans, safety records and assessment and tracking information. They analysed 43 questionnaires returned by parents and carers, together with those completed by 69 pupils and 19 staff.

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

- The progress made and standards achieved by pupils in mathematics.
- How effectively teaching and the curriculum meet the needs of all learners, but particularly more-able pupils.
- The effectiveness of assessment strategies and pupil tracking systems in raising achievement across the whole school.
- The effectiveness of leaders and managers in driving improvements, raising achievement and the progress made since the last inspection.

## Information about the school

West Chilton is smaller than the average school. All year groups have single-aged classes, including children taught in the Early Years Foundation Stage. There is a privately run nursery on site which was not part of the school's inspection. Most pupils are White British, with others representing a very small range of other ethnic groups. The proportion of pupils who speak English as an additional language is well below the national average. The proportion of pupils with special educational needs and/or disabilities is also well below average and includes those with speech and language as well as social and emotional needs. The school has achieved a number of awards, including Healthy Schools, Basic Skills Quality Mark and Eco (Silver).

**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?****2****The school's capacity for sustained improvement****2**

## Main findings

West Chilton is a good school. Everyone, pupils and adults, matters in this school. As one pupil said, 'Everyone is worth something here.' The outstanding care, guidance and support provided contribute significantly to pupils' very positive attitudes to learning, their good behaviour and an excellent understanding of how to stay safe, fit and healthy. Parents and carers value this high-quality pastoral care, enhanced by the outstanding range of partnerships forged by the school. As one parent said, 'It's a fantastic school, where our children can just be themselves' and another added '...the school gets it just right'. At the heart of this school is the drive and determination of the newly appointed headteacher, very well supported by a strong staff team and governors to provide the best education possible. Pupils' good attendance and punctuality reflect their enjoyment of learning.

Attainment overall is above the levels expected for the age group by the end of Year 5. A detailed analysis of performance data for different groups of pupils and a scrutiny of their work show that they all make good progress from their starting points and achieve well. The school is successfully ironing out inconsistencies in their progress in mathematics from year to year.

Good teaching and a well-planned curriculum are significant factors in ensuring most pupils, including those with special education needs and/or disabilities and in the Early Years Foundation Stage, make consistently good progress in their learning. However, there are still too many occasions when teachers miss opportunities to provide pupils, especially the higher attainers, with tasks in mathematics that are challenging and closely matched to their levels of ability. This means that a few pupils do not always develop independence in their learning or use their initiative as well as they could.

Since the last inspection, attainment in writing has continued to rise and is very much higher than expected for the age range by the end of Year 5. This is the result of improvements in the teaching of writing as well as the effective use of assessment and tracking systems which have helped to ensure that appropriate support is in place for those identified as in danger of falling behind. However, pupils' attainment in mathematics has not risen as rapidly. This is because teachers do not always put their good lesson planning into practice, to ensure that pupils, particularly the most able, are consistently challenged to do well in lesson activities.

The school is dismantling the barriers to pupils' learning with determination and skill and enabling all pupils to achieve well. These factors and the shared commitment and desire to succeed reflect the school's continuing good capacity for further improvement.

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## What does the school need to do to improve further?

- Raise pupils' attainment in mathematics throughout the school to match that in writing this coming academic year by ensuring that :teachers capitalise on opportunities during mathematics lessons for pupils to work independently to explore their own ideas and use their initiative in order to solve problems.
  - teaching and learning in mathematics are consistently good or better by providing pupils, but particularly the more able, with tasks that are challenging and closely matched to their levels of ability
  - teachers capitalise on opportunities during mathematics lessons for pupils to work independently to explore their own ideas and use their initiative in order to solve problems.

## Outcomes for individuals and groups of pupils

**2**

An extremely effective Early Years Foundation Stage enables children to make an excellent start to school. Most enter school with the skills and knowledge generally in line with levels expected nationally. Pupils' attainment overall is above the levels expected for the age range by the end of Year 5. Pupils make consistently good progress and achieve well throughout the school from their starting points in Reception. Whilst progress in mathematics is good, it is not yet as rapid as in writing, where attainment is very much higher than expected for the age range.

Pupils' work and the information about how well they are doing show that initiatives to accelerate pupils' progress in mathematics to the level found in writing are already having a positive impact. Well-focused individual support ensures that pupils with special educational needs and/or disabilities make equally good, and sometimes outstanding, progress. Overall good achievement and pupils' very positive attitudes to learning all help to ensure that they are well prepared for their secondary education and later life.

Pupils are enthusiastic learners and appreciate the efforts teachers go to in order to make learning fun and interesting. This was seen in a good Year 2 lesson, where children were finding different ways of measuring the school corridor to be able to appreciate how far an African child they were learning about had to walk from home to collect water. As one pupil said, 'We're always busy and there's always something fun to do.' They shared their ideas, responded well to their teacher's high expectations of work and behaviour and were fully involved in the activities. In most lessons, pupils thoughtfully and willingly contribute their ideas and are keen to answer their teachers' questions. For example, in a good Year 5 mathematics lesson, pupils developed effective strategies to calculate proportions of 'rationed foods' by working effectively in pairs or groups to investigate possible methods used to calculate the answer.

Pupils' good spiritual, moral, social and cultural development is seen in their friendships and sensitive support for each other. Throughout the school, pupils' good, and sometimes outstanding behaviour, is an expectation. Pupils feel extremely safe and know there is always an adult they can turn to in moments of difficulty. They are keen to show how much they enjoy their responsibilities. They make an excellent contribution to school life and the wider community by taking on a very wide range of responsibilities, for example as playtime buddies, or as a member of the school's Eco team or School Council. They are justifiably proud of the excellent way they have influenced changes in recycling

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opportunities and the way the school is run. Pupils have an excellent understanding of healthy lifestyles and how to stay safe, enjoying the wide range of activities provided to help them keep and stay fit. This is reflected in their many national awards.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Staff make most lessons stimulating and interesting, often using information and communication technology well to enthuse and motivate learners. Teachers generally use their assessment of pupils' progress well to meet their different needs effectively, although occasionally the pace of learning in mathematics is too slow and tasks are not sufficiently demanding for the most able pupils. For example, in a few of the lessons seen, pupils spent too long listening passively and were not actively engaged in developing their mathematical thinking or using their investigative skills early enough in the lesson. As a result, their progress was not as rapid as it could be.

Much is done to help pupils consider how well they have worked and what they most enjoyed but there are missed opportunities for encouraging them to evaluate how they could improve their work. Teaching assistants play an invaluable role in lessons, often recording pupils' comments in class discussions and effectively supporting pupils with special educational needs and/or disabilities. They are particularly good at rephrasing questions to support pupils' learning in numeracy and literacy.

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The good curriculum is enriched by an excellent range of activities, including specialist teaching in French, music and sport and effective links to other subjects which make learning interesting and relevant. Curricular strengths, particularly in the arts curriculum are reflected in the school's high-quality art work displayed around the school. Pupils spoke enthusiastically about the many opportunities to take part in music and drama performances, such as the annual Christmas nativity play. Visits and visitors make a strong contribution that motivates pupils to learn. Most notable is the experience enjoyed by Year 5 pupils who learned at first hand from a former prisoner of war how human beings can respond in the most extreme circumstances and still emerge as strong, compassionate and resilient individuals. However, the curriculum does not always identify opportunities in planning for pupils to work independently and use their initiative to solve problems to ensure they are always fully challenged, particularly in mathematics.

Pupils receive excellent care and support throughout the school day, because each and every pupil is known and valued. The impact of this is evident in the pupils' good standards of behaviour and excellent social skills. Induction and transition arrangements are exceptional, which enables Reception children to settle very quickly and for Year 5 children to feel very quickly part of their new school. The overwhelming majority of parents and carers are very positive about the efforts the school takes to make school life as trouble-free as possible both for pupils and their families.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher's inspirational leadership inspires others to have the highest possible aspirations for themselves and the pupils. Self-evaluation is honest and accurate and provides a good basis for embedding ambition and driving improvement. The effectiveness of other leaders and managers has improved since the last inspection. As a result, senior staff and key curriculum leaders work well together, developing areas identified as weaker than others. Effective systems are in place to monitor and evaluate the work of the school and there is an effective plan for further improvements. The governing body provides good support and challenge to the school and is clear about what leaders need to do next to improve provision further.

Adults at all levels are good at promoting equal opportunities and eliminating discrimination through raising the pupils' expectations of what they can achieve. Any differences in performance between groups of pupils are quickly identified and action is taken to address inequalities. For example, initiatives to accelerate pupils' progress in mathematics are already having a positive impact but more remains to be done. Well-

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developed support systems are complemented by an excellent range of partnerships with outside specialists and organisations to support the needs of vulnerable pupils. Parents and carers are highly supportive of the school and all that it does for their children and appreciate the opportunities provided to be involved in developing its vision and values. As a result, parents and carers are very strongly engaged with their children's learning and in the life of the school.

The school has developed good provision for global development within its provision for community cohesion. Links with the local and international communities, for example in New Zealand and Gambia, are well developed and a good start has been made in developing pupils' understanding of schools and communities in the United Kingdom. Measures for safeguarding pupils are good and all statutory requirements relating to child protection are well met. Prudent financial management and astute targeting of resources have ensured that the school gives good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

The Early Years Foundation Stage is an exciting place to be. An outstanding partnership is quickly formed with parents, who feel their children have a 'wonderful start at school'. As one parent commented: 'It's such a special place; my child skips into school every day.' Staff make learning fun, challenging children to think and work together. Children worked collaboratively to solve number problems, using the interactive whiteboard, to hunt for hidden dinosaurs in the sandpit and to work out how best to shovel the snow from the outdoor learning area. Purposeful, high-quality tasks and activities foster independence and nurture creativity. Not one second of learning is lost. From the moment they self-register, children are on a constant learning journey. They make an excellent contribution to the smooth running of the day by sharing resources amicably, tidying away their

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activities and helping one another to take off their boots after playing in the snow. It is no wonder that children make good, and sometimes outstanding, progress in all areas of their learning and development.

There is a consistent and very skilled approach to the teaching of letters and sounds commonly known as 'phonics' and excellent use is made of an interactive whiteboard to motivate children in their learning. Regular assessments enable staff to keep track of children's progress and plan next steps for learning. This ensures a good balance of both child-initiated and adult-directed activities, complemented by an excellent free-flow of both indoor as well as outdoor activities. Children have an excellent understanding of the need to keep themselves healthy and safe, and checked the inspector's name badge to make sure it was safe to talk to her.

Outstanding leadership and management, an excellent curriculum, consistently good or better teaching and high-quality care ensure that most children exceed the expected levels for their age by the start of Year 1.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

The vast majority of parents or carers who returned questionnaires or who spoke to the inspection team were overwhelmingly positive about the school and its impact on their child's learning and well-being. Typical comments included, 'It is a wonderful school everyone feels part of the journey; it is a very warm and welcoming school with exceptional caring staff.' Overall their views reflect the inspection findings. However, a very small minority of parents and carers feel they would like further information about the progress children are making in their learning. Evidence shows that the school is working hard to ensure that parents receive regular and timely information, and the majority of parents feel fully engaged in their child's learning. A very few parents felt that pupils do not make enough progress in mathematics. Although inspectors judged progress as good overall, they agreed that, on occasions, there were missed opportunities to provide pupils with tasks in mathematics that were challenging especially for the higher attainers. A very small number of parents expressed individual concerns about aspects of the school, but there was no pattern or trend.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Chilton Community First 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 167 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	88	5	12	0	0	0	0
The school keeps my child safe	33	77	9	21	1	2	0	0
My school informs me about my child's progress	17	40	23	53	3	7	0	0
My child is making enough progress at this school	16	37	24	56	2	5	0	0
The teaching is good at this school	24	56	19	44	0	0	0	0
The school helps me to support my child's learning	23	53	20	47	0	0	0	0
The school helps my child to have a healthy lifestyle	24	56	16	37	2	5	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)	30	70	12	28	0	0	0	0
The school meets my child's particular needs	20	47	22	51	1	2	0	0
The school deals effectively with unacceptable behaviour	17	40	22	51	0	0	0	0
The school takes account of my suggestions and concerns	22	51	18	42	0	0	0	0
The school is led and managed effectively	26	60	15	35	0	0	0	0
Overall, I am happy with my child's experience at this school	32	74	11	26	0	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



7 December 2010

Dear Pupils

**Inspection of West Chiltington Community First School, Pulborough RH20 2JY**

Thank you for making us feel so welcome when we visited your school recently. We were delighted to meet so many of you. I am delighted to tell you that you go to a good school. There are many things that are great about your school. These are some of the things that really stood out:

- You enjoy school, behave well and enjoy the fun activities teachers plan for you.
- You reach high standards in writing ? well done!
- Your achievement is getting better all the time, especially in mathematics.
- You make an outstanding contribution to your school and the wider community through all the fundraising you do and in the responsibilities you hold on the School Council and Eco team.
- You achieve high standards in art, music and drama.
- You have an excellent understanding of how to stay safe as well as fit and healthy.
- Your school takes really good care of you.

You headteacher and all your other teachers know how to make sure that your school continues to get even better. To help them to do this, we have asked them to do the following.

- Ensure that more of you make faster progress in mathematics.
- Ensure that work you do in mathematics is not too easy or too hard and to give you more opportunities to use your own initiative during lessons and to work independently to solve problems.

Thank you very much once again. Keep up the good work and we are sure that if you do this, you will continue to enjoy learning for a long time to come.

Yours sincerely

Wendy Forbes Lead Inspector

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