

Fittleworth C of E Village School

Inspection report

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| Unique Reference Number | 125984 |
| Local Authority | West Sussex |
| Inspection number | 359981 |
| Inspection dates | 28–29 September 2010 |
| Reporting inspector | Janet Sinclair |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 119 |
| Appropriate authority | The governing body |
| Chair | Mr C Murray |
| Headteacher | Mr G Bloomfield |
| Date of previous school inspection | 9 October 2007 |
| School address | School Lane, Fittleworth Pulborough RH20 1JB |
| Telephone number | 01798 865419 |
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons and seven part-lessons, observing six teachers and several teaching assistants. Inspectors also held meetings with governors, senior staff and groups of pupils. They scrutinised samples of pupils' work, and looked at a wide range of documentation, including policies, the school development plan and records of pupils' progress. They considered the 32 responses from questionnaires returned by parents and carers.

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

- Attainment and rates of progress for all groups of pupils, but particularly for girls' in mathematics and for pupils with special educational needs and/or disabilities.
- The extent to which teachers use ongoing assessment during lessons to respond to pupils' individual learning needs.
- The impact of leadership in tracking pupils' progress and taking action to raise standards and accelerate progress.

Information about the school

Fittleworth is a small primary school. There are few pupils from minority ethnic groups, but one is at an early stage of learning English. There is a much lower than average proportion of pupils with special educational needs and/or disabilities. These are mainly within the autistic spectrum. The proportion of pupils eligible for free school meals is very low. Pupils in Years 1 to 5 are organised in mixed age classes. The school changed from being a first school catering for pupils aged four to 10 to a primary school in September 2009.

The school has had several staff changes since the last inspection. There is a new teacher in the Early Years Foundation Stage and the assistant headteacher is currently on maternity leave. Major building works have recently been completed. ♦

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

Fittleworth is a good school. It has some outstanding features, particularly in its excellent curricular enrichment, which benefits pupils academically and personally, and in the strong sense of safety it engenders in all pupils. It is led by a charismatic headteacher who works tirelessly for the benefit of the school and its pupils. This is clearly seen in the vision and hard work needed in order to develop the school buildings so extensively and in the determination to provide pupils, within this small school, with a wealth of visits, visitors and after-school clubs to enrich their learning. Staff and governors share this vision and work extremely well as a team to promote pupils' learning. Parents and carers are very supportive of the school and are pleased with its family atmosphere, the excellent extra-curricular activities and the commitment of all staff.

Good induction, supportive, encouraging staff and a bright and welcoming classroom environment ensure children settle well in the Reception class and quickly become confident learners. Although staff interact well with the children and are effective in promoting their personal development, they do not always challenge them enough through effective questioning or well-planned independent activities. Pupils make satisfactory progress in writing and mathematics at Key Stage 1 and good progress in reading. Teaching at Key Stage 1, while satisfactory, does not always provide work that is well matched to pupils' needs or challenge through effective questioning and this slows the progress that pupils make. Pupils make good progress across Key Stage 2 to reach above average standards. This is due to effective, dynamic teaching that motivates and challenges them to give of their best.

The use of a topic approach to the curriculum provides good links between subjects and a wide range of activities, which excite and stimulate pupils' interest. During the inspection, for example, pupils in Year 6 thoroughly enjoyed a visit from a police officer, which generated a lot of interesting discussion as well as much laughter. Year 3, 4 and 5's visit to a monastery, where they practised meditation, surprised many when they found their interest aroused. Vulnerable pupils, those with special educational needs and/or disabilities, and those at an early stage of learning English get effective support both within the school and from outside agencies, enabling their needs to be met well. The headteacher, governors and staff are fully committed to raising standards further as well as providing a broad range of interesting and relevant educational experiences for pupils. This can be seen in the work to improve writing overall and girls' progress in mathematics through, for example, more stimulating texts such as 'The Water Tower' to create interest in writing, regular levelled writing assessments and mathematics booster classes as early as Year 3. This has a positive impact on pupils' learning which can be seen in their accelerated progress at Key Stage 2. School improvement planning, involving all staff and governors, and ongoing effective self-evaluation enable the school to drive and monitor school improvement. The school has maintained its good provision since the last

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inspection, in spite of staff disruption and major building works. This shows that the school demonstrates a good capacity for further improvement. ♦

What does the school need to do to improve further?

- Accelerate progress in Key Stage 1 by providing greater challenge in lessons, better match of work to pupils' needs and greater involvement of teaching assistants in whole-class sessions.
- Improve provision in the Early Years Foundation Stage by
 - providing greater challenge through more effective interaction that
 - planning in greater detail for activities that children undertake independently. ♦
develops children's knowledge and understanding

Outcomes for individuals and groups of pupils

2

The school has only been a primary for one year. Current standards across Key Stage 2 are above average and pupils make good progress. However, numbers are small and this can affect standards year on year. Pupils enjoy their lessons and work extremely hard. For example, they enjoy assessing their own learning and this was seen in Year 3 where pupils used a traffic light system to show how well they had done. There was delight on the faces of some as they were able to show a green light. It is also noticeable in Year 6 where pupils regularly assess their own and each other's learning in a supportive, positive manner. Hard work and dedication are regularly seen in Year 6, for example when two more-able pupils grappled with a difficult mathematical problem that they had to think through logically and systematically. It was also noticeable in a Year 4 lesson where pupils had to make an electrical circuit and ensure that all the wires were in the right place ♦ frustration was replaced with delight when the bulbs finally lit. In some lessons, although pupils are motivated and keen to learn, they are not always challenged enough and lose interest, for example when expected to colour shapes as part of a mathematics lesson. Pupils behave well in lessons and around the school. They feel extremely safe in school and their parents and carers strongly agree that the school keeps them safe. Pupils say that there is no bullying and are confident of effective adult support should they need it. They say that their personal, social and health education lessons are very effective in this context. They are proud of the contribution they make to the school community, particularly as house captains, monitors and councillors, and feel that they make a strong impact on the work of the school. Year 6 pupils have fully discussed their shared values and now are happy to be bound by them. This has created a good supportive atmosphere within the class and a strong sense of community. Pupils have a good understanding of the need for a healthy lifestyle, noting the importance of fruit, vegetables and particularly the exercise they get from their swimming lessons. Year 2 pupils, who have been discussing healthy lifestyles in their lessons, were particularly knowledgeable. Older pupils are responsible for purchasing and selling fruit at playtimes, which contributes well to their future life skills.

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

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 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 |
| The extent to which pupils feel safe | 1 |
| 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 | 2 |
| 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?

Teachers plan and execute lessons well and mainly ensure support staff are effectively deployed to help small groups. However, occasionally, they are not used well in whole-class sessions where they have a more passive role. Very effective questioning, excellent relationships and good match of work to pupils' learning needs are the hallmarks of the most effective lessons. This was seen in a science lesson where the teacher skilfully questioned the pupils so that they had to think through the process for making a complete circuit. In another class, the very good match of work to pupils' needs, including effective support from the teaching assistant, enabled all pupils to make good progress in their learning. Teachers make very good use of whiteboards to support the lesson content. Most teachers work hard to involve pupils in improving their work through encouraging them to respond to marking, assessing how well they have done in lessons and in working towards their targets. In less effective lessons, work is not always well matched to pupils' needs and questioning does not challenge pupils to think more deeply, and this slows progress. The school's creative curriculum is effective in providing pupils with interesting experiences that ensure continuity in their learning. Outstanding enrichment provides excellent extension to pupils' learning. Pupils are also learning to speak French and parents and carers speak highly of the tremendous organisation and commitment of staff in setting up the annual Year 6 trip to France. ♦ Pupils particularly enjoy additional activities such as the activity afternoons and the whole-school trip to London.

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Good pastoral care ensures vulnerable pupils and their families are well supported. Effective support for pupils with learning difficulties through small group work ensures they make good progress against their specific targets. As one parent reports, 'I am delighted with the level of care, constant feedback and feeling of inclusion I have as the parent of a child with special educational needs.' This support is enhanced by the effective links that exist with outside agencies. Pupils also speak highly of the care they get when they feel unwell in school

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, governors and staff work well together as a team to provide challenge and excitement in children's learning. Teaching is monitored carefully through lesson observations by the headteacher and senior staff. Regular analysis of data by the headteacher and subject leaders ensures a good understanding of the next steps in pupils' learning. It also identifies those not making enough progress so that the school can take appropriate action. This, together with the work done to improve girls' achievement in mathematics, meeting the needs of vulnerable pupils and those with special educational needs, demonstrates the school's good commitment to providing equality of opportunity.

A good partnership exists with parents and others. Parents' and carers' views are regularly sought and they are kept well informed. Regular parent and carer consultations and a detailed annual report inform them well about their children's progress. Excellent partnership work such as those with a local university, local and area schools and involvement with a college landscaping project provide extended services that fully benefit pupils. The school makes a strong contribution to its local community and has set up visits to a mosque and Buddhist temple in order to develop pupils' understanding of religious communities. However, it recognises the need to develop links with communities further afield in order to fully promote community cohesion. Systems for safeguarding pupils are good and all policies and procedures are securely in place. Governors challenge the school well and work effectively through their committees to ensure all statutory requirements are met, particularly in ensuring that pupils are safe. They have been fully involved in the school's recent building project, which has now been successfully completed within budget, thanks to their involvement in managing the project. ♦♦

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These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| 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 | 2 |

Early Years Foundation Stage

Children start with a wide range of skills that are broadly as expected for their age and make satisfactory progress in their learning. Good relationships and a welcoming environment ensure that children become confident, happy learners who engage well in all that is on offer. Children willingly take part in independent activities, enjoy working together and behave well. This was seen in their joint building projects and their play in the home corner. They particularly like using the writing area and this was seen in their full involvement in writing notes and letters to each other. They enjoy using the outdoor area, where they play happily in the water and sand. However, planning for these activities is as yet very limited. The class teacher is aware this needs to be developed further but is still in the process of finding out their interests. It does, however, hamper staff's ability to question and challenge children fully through their interactions with them and this slows progress. With children newly started, the teacher is carrying out careful assessments of their learning in order to group them for work that is led by the teacher. She has ensured a clear focus on sounds, letters and reading that is getting children off to a sound start with their reading and writing. There are positive relationships with parents and carers, strong links with the adjoining playgroup and a supportive atmosphere which are all helping to promote children's personal development.

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

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

The questionnaires show that most parents and carers are happy with the school and what it provides. They consider that their children enjoy all that the school has to offer and are safe and well looked after. The main concerns were about progress and meeting individual needs. As noted in the report, progress is satisfactory in the Reception class and Key Stage 1 and good at Key Stage 2. The school tracks individual pupils' progress carefully and takes appropriate action where necessary to accelerate learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fittleworth C of E 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 119 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 25 | 78 | 6 | 19 | 0 | 0 | 1 | 3 |
| The school keeps my child safe | 23 | 72 | 9 | 28 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 11 | 34 | 17 | 53 | 2 | 6 | 0 | 0 |
| My child is making enough progress at this school | 12 | 38 | 14 | 44 | 4 | 13 | 0 | 0 |
| The teaching is good at this school | 17 | 53 | 10 | 31 | 2 | 6 | 0 | 0 |
| The school helps me to support my child's learning | 16 | 50 | 12 | 38 | 2 | 6 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 19 | 59 | 13 | 41 | 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) | 17 | 53 | 12 | 38 | 1 | 3 | 0 | 0 |
| The school meets my child's particular needs | 14 | 44 | 12 | 38 | 4 | 13 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 17 | 53 | 12 | 38 | 2 | 6 | 0 | 0 |
| The school takes account of my suggestions and concerns | 12 | 38 | 17 | 53 | 2 | 6 | 0 | 0 |
| The school is led and managed effectively | 17 | 53 | 13 | 41 | 2 | 6 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 18 | 56 | 13 | 41 | 1 | 3 | 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 Fittleworth Primary School, Fittleworth RH20 1JB

Thank you for being so welcoming when we came to inspect your school. We enjoyed meeting you and finding out how much you like school, especially school visits and the anticipated trip to France.

We judged that your school is a good school and that your headteacher and all the staff are working hard to ensure you do well.

Here are some other things we particularly liked about your school.

- You make good progress due to good teaching in Years 3 to 6.
- Your school plans a good curriculum for you and an excellent range of visits and visitors to make learning more exciting.
- You behave well in lessons and rarely need to be reminded to settle down quickly.
- You feel very safe and well cared for in school.

These are the things we have asked your school to do to make it even better.

- Help you all do even better in Years 1 and 2 by making sure you are given questions that make you think hard and work that better meets your needs.
- Help those of you in the Reception classes to learn more quickly by asking questions that make you think and by planning your play more carefully so that adults can join in activities more fully. ♦♦

We enjoyed talking to you and wish you every success for the future.

Yours sincerely

Janet Sinclair

Lead Inspector

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