

Easebourne CofE Primary School

Inspection report

Unique Reference Number	126003
Local Authority	West Sussex
Inspection number	359987
Inspection dates	8–9 December 2010
Reporting inspector	Clive Dunn

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair	Reverend Derek Welsman
Headteacher	Arthur Bain
Date of previous school inspection	9 May 2007
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Age group	4–11
Inspection dates	8–9 December 2010
Inspection number	359987

**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group 4–11
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Introduction

This inspection was carried out by three additional inspectors. They saw 12 lessons taught by seven staff. Inspectors met with groups of pupils, staff and a member of the governing body, and they spoke with parents and carers. They observed the school's work including playtime, lunchtime, assembly and arrangements at the end of the day. They studied planning, monitoring, a range of policy documents and records, the governing body minutes and a range of pupils' work and assessments. They also analysed 67 questionnaires returned by parents and carers, 87 completed by pupils and 23 from staff.

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

- The progress of different groups of learners, including pupils with special educational needs and/or disabilities ♦
- The reliability of the school's assessment procedures and how effectively these are used to adapt provision in order to promote better achievement.
- The rigour and accuracy of the school's monitoring and self-evaluation systems.

Information about the school

This primary school is smaller than average in size. Most pupils are of White British heritage and few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is just above average, the largest groups being those with a specific learning difficulty, or speech, language and communication needs. A lower proportion of pupils than average have a statement of special educational need. The proportion known to be eligible for free school meals is lower than average. The governing body manages a pre-school that includes a breakfast and after-school club for pupils that attend the school, which was part of this inspection.

Last year, the school had Year 6 for the first time, with pupils previously transferring to secondary education at the end of Year 5. This has resulted in building work and alterations, including the placing of mobile classrooms on site.

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

Pupils say they enjoy school and the overwhelming majority of parents and carers agree. Consequently, their attendance is above average and steadily rising. The curriculum contributes well to this because topics interest pupils, and teachers use them effectively across a range of subjects. As one pupil put it, 'Teachers make lessons fun!' Pupils contribute well to the community, both through a range of responsibilities within school and their valued participation in events in the village. They have a good understanding of healthy lifestyles.

The pre-school is a good feature of the satisfactory Early Years Foundation Stage. In the rest of the school, achievement is satisfactory because pupils, including those with special educational needs and/or disabilities, make the progress expected and reach broadly average attainment by the end of Year 6. Teaching is good in Year 5 and Year 6, and most of the satisfactory teaching across the rest of the school has a number of good features. As a result, some pupils make better progress, but this is not consistent enough. For example, although the majority of pupils make good progress in reading, a small but significant minority across different groups make slow progress in writing and mathematics. Recent improvements in assessment procedures have improved the accuracy with which teachers assess pupils' levels. Teachers use this information to plan extra support, though they do not always use it well enough to set tasks at the right level for different groups.

A number of factors have contributed to the rather slow response of leaders in identifying underachievement. Through a period of reorganisation and the disruption of building work, leaders did not monitor the quality of teaching and learning regularly enough. Until last year, the school had no national benchmarks to compare its performance, because pupils left at the end of Year 5. Consequently, without sufficient use of specific information about pupil outcomes, though the school's self-evaluation is broadly accurate regarding areas of strength and weakness, it is often generous in its judgements of overall quality. Although assessments of pupils' levels are now more reliable, the school does not manage the extensive data produced by systems for tracking pupils' progress sufficiently well to identify readily trends and patterns in performance. Some teachers use individual tracking information well to take action to promote better outcomes for pupils. However, with the exception of improved provision for pupils with special educational needs and/or disabilities, this has not had a wider impact across the school, because middle leadership roles are not sufficiently developed. In addition, the school does not track pupils' levels regularly enough to fully evaluate the extent to which additional support is accelerating progress. Improvement plans identify appropriate areas for development, though they are not focused sharply enough on raising attainment. However, leaders have secured a number of good features in the curriculum, teaching, assessment and in improving provision for pupils with special educational needs and/or disabilities. The governing body

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demonstrates that it challenges the school and holds its leaders to account. Considering all of this, the school has a satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment and progress in writing and mathematics by:
 - ensuring the progress across Key Stage 1 and 2 is at least consistently satisfactory for all pupils
 - raising the proportion of pupils making good or better progress through checking their levels more frequently in order to target support.
- Improve the quality of teaching in Reception to Year 4, to the consistently good or better levels in Year 5 and Year 6 by:
 - making better use of assessment information to ensure that tasks have the right level of challenge for all groups of pupils.
- Develop a better capacity for sustained improvement by:
 - simplifying systems used to track pupils' progress, so that overall trends and patterns can be more easily identified
 - using information about pupil outcomes more fully, together with other information from regular and rigorous monitoring activities, when evaluating the effectiveness of the school
 - developing the role of middle leaders in order to help secure improvements

Outcomes for individuals and groups of pupils

3

Children begin school working at broadly expected levels. Although overall progress is satisfactory, some pupils make better progress and, for others, it is too slow. For example, in a Year 3 mathematics lesson on investigating patterns in multiplication tables, pupils with special educational needs and/or disabilities achieved well due to the good quality support they received, while the most-able group responded positively to the additional challenge of an extension task. However, progress was limited for some pupils in the middle-ability group, because the task was too challenging. Pupils in Year 5 and 6 make good progress with their learning. They know and use their targets well, and sometimes engage in a written dialogue in their work, exploring with teachers how they can improve it. Consequently, and with good reason, the school expects that attainment is set to steadily rise. In particular, more pupils are on track to attain the highest levels.

In most lessons, pupils' behaviour is good or better. Most pupils develop good social skills, both through regular opportunities in lessons to work collaboratively and specific sessions to develop these skills. For example, in one lesson, pupils thought of wishes for other people, while in another they practised their speaking, listening and turn-taking skills, demonstrating good levels of respect for each other. However, beyond the classroom, the anti-social behaviour of a few pupils, particularly with regard to name-calling, means that overall social development and behaviour are satisfactory. Pupils do say they usually feel safe at school and that an adult will listen to them if they have a problem. Spiritual development is strong, as pupils have regular opportunities to reflect on the world around them. They engage well with activities to promote their cultural development, but have a

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limited understanding of different cultures. Taking into account the level of basic skills and other aspects of personal development, pupils' preparation for the next phase of their education and life beyond is satisfactory.

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	3
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	3
Pupils' behaviour	3
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	3

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 conduct lessons at a brisk pace and plan good sequences of activities. An example of the positive impact of using interesting topics to link subjects was seen when pupils were engrossed in the introduction to a lesson. The teacher played the role of a character from 'The Great Escape' to set a task that centred on writing instructions. However, too much reliance on worksheets in English and mathematics limits better achievement. A recent improvement priority around assessment has resulted in pupils regularly being involved in assessing their own learning. In a 'learning skills session', pupils evaluating the level of their own performance were able to give precise reasons for their scores. However, too often teachers set different expectations of the same task, rather than different tasks at precisely the right level of challenge for all groups. Marking regularly shows pupils what they have done well and what they need to improve, but the impact is sometimes lost, as pupils do not always have opportunities to respond.

A range of intervention programmes support both the academic, and personal, social and emotional, development of pupils with special educational needs and/or disabilities well. Recently introduced systems are beginning to show how different interventions are

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accelerating individual progress, but it is too soon to evaluate the full impact. Robust procedures for following up absences have made a positive contribution to the rising attendance. However, while there is clear evidence that the school deals with incidences of unacceptable behaviour, these systems are too informal to track and evaluate their success, for example in preventing recurrences of anti-social behaviour at playtimes.

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	3

How effective are leadership and management?

The governing body has been through a period of transition since the last inspection, with a number of key changes to membership. It has engaged in self-review to ensure it fulfils its statutory role and is now well placed to become more influential in determining the strategic direction of the school. For example, members are keen to use analysis of the first set of Year 6 results to drive improvement. Staff at all levels are committed to the development of the school. Their involvement in the creation of plans for improvement helps secure the motivation to achieve them. The school uses a minimum expectation of good rates of progress to set challenging targets. Despite lack of clarity around trends and patterns in performance overall, tracking of the progress of individuals towards these targets is beginning to be used more effectively to target support. The headteacher is accurate in his view of the quality of individual lessons. However, other leaders do not have enough responsibility for monitoring teaching and learning. Consequently, although teaching has a number of strengths, the leadership and management of it has not improved its overall quality. Different groups progress broadly in-line with each other and no group is more highly represented amongst those that progress at a quicker or slower rate. Policies and procedures are in place for tackling any form of discrimination and racist incidences are extremely rare. Safeguarding meets current requirements and appropriate training for staff is up-to-date. The school is a largely cohesive community. Leaders have taken positive action, for example through the 'Village Week', in response to increasing numbers of pupils attending from beyond the village. However, the school's audit of its context recognises the need for more work on pupils' understanding of ethnic diversity. Although engagement with parents and carers is satisfactory, the school is not always proactive in engaging parents with low-level concerns, particularly around social issues or behaviour.

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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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a good start in the pre-school. Adults interact well with the children. Consequently, they remain purposeful and engaged. Children mix well, sharing and cooperating as they play. The pre-school managers have recently revised planning to improve its effectiveness in meeting the children's needs and interests. The indoor learning environment is well resourced and adults have given careful thought to all areas of learning. Short focus-activities contribute well to learning because the teaching engages the children. The outside area, shared with Reception Year, is popular, even in the cold. A group sat huddled together in their hats, coats and scarves in the 'Santa's Grotto' outdoor role-play area sharing a story. However, the outdoor environment does not consistently provide for all areas of learning.

In Reception, children make satisfactory progress in their learning. Too often, children are directed into different activity groups, which limits opportunities for them to initiate their own learning. Some areas are well resourced. The costumes in the 'nativity' role-play area provided a good stimulus, and the children effectively negotiated their roles and helped each other dress up. However, beyond this, the area was limited in its resources to promote learning, or help children create an environment for different scenes in the story. Furthermore, sometimes, opportunities are missed to extend learning and challenge children through interaction with adults, as they are all engaged with focus activities. Within these, pupils make satisfactory progress, but teaching misses key points that could promote better achievement.

The good leadership of the pre-school managers has established effective provision within their area, and the pre-school complies with the requirements for registration. Good links with the Reception teachers support smooth transition. Welfare arrangements are fully in place. Established key worker systems help maintain effective liaison with parents and carers. However, leadership and management of the Early Years Foundation Stage is

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satisfactory, because there is not a sufficiently clear overview of provision across the early years as a whole, leading to inconsistencies in provision. Consequently, although there are a number of key strengths, particularly in the pre-school, the effectiveness of the Early Years Foundation Stage is satisfactory overall.

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 overwhelming majority of parents and carers agree that their children enjoy school and are well prepared for the future. The large majority express positive views about all aspects of the school's work. ♦

A small minority of parents and carers, and a similar proportion of pupils, expressed concerns about behaviour. Comments written by a small number of parents and carers also reflected these concerns, including issues of anti-social behaviour or bullying. The school acknowledges that quality of behaviour does vary and it has systems in place to deal with unacceptable behaviour. As a result, behaviour is satisfactory overall. However, the school does not always engage with parents and carers soon enough, either to help prevent problems recurring or to explain the action it has taken. A small number raised concerns about the school not meeting individual needs. Inspectors cannot investigate specific cases, but found during this inspection the quality of learning and progress of pupils, including those with special educational needs and/or disabilities, to be satisfactory.

These were the most commonly repeated themes. Inspectors followed up other areas of concern with the school. A few parents and carers also added positive comments, praising the school's work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Easebourne CofE 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 176 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	57	28	42	1	1	0	0
The school keeps my child safe	35	52	28	42	4	6	0	0
My school informs me about my child's progress	29	43	32	48	6	9	0	0
My child is making enough progress at this school	24	36	33	49	9	13	1	1
The teaching is good at this school	34	51	29	43	2	3	1	1
The school helps me to support my child's learning	34	51	27	40	6	9	0	0
The school helps my child to have a healthy lifestyle	34	51	31	46	2	3	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)	35	52	26	39	1	1	0	0
The school meets my child's particular needs	31	46	27	40	8	12	1	1
The school deals effectively with unacceptable behaviour	17	25	29	43	15	22	4	6
The school takes account of my suggestions and concerns	27	40	28	42	6	9	3	4
The school is led and managed effectively	31	46	29	43	7	10	0	0
Overall, I am happy with my child's experience at this school	34	51	27	40	4	6	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.



10 December 2010

Dear Pupils

Inspection of Easebourne CofE Primary School, Midhurst GU29 0BD

Thank you for the lovely welcome you gave us when we visited your school recently. We really enjoyed talking to you and we are very grateful to you for helping us find out all about your school. You told us that you enjoy school and usually feel safe. We can see this because your attendance is good. However, a small minority of you also told us that there is too much name-calling and that you did not think that behaviour is good enough. You contribute well to the smooth running of the school through the different roles and responsibilities you have. You have a good knowledge and understanding of healthy lifestyles.

Most of you are making the progress expected, though some of you are doing better. This is because teaching and the curriculum are satisfactory. However, they do have some important areas of strength. We know you are interested in your topics and your teachers use these well to help you learn in different subjects. They also plan lessons carefully and keep them going at a brisk pace. They have been helping you to assess your own work and their marking tells you what you have done well and how to get better.

Those responsible for running your school have satisfactory plans for how to make it better. To help them with this, we have asked them to do the following things.

- Make sure you do better in writing and mathematics.
- Make teaching good in all classes by always giving you tasks to do that are not too easy or too hard.
- Share responsibility more amongst the adults and develop some of the systems in the school to help things improve at a quicker pace.

All of you can help by making sure you behave well, inside and outside the classroom, and always doing your best when set a task.

Yours sincerely

Clive Dunn

Lead inspector

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