

West Hoathly CofE Primary School

Inspection report

Unique Reference Number	126012
Local Authority	West Sussex
Inspection number	359989
Inspection dates	4–5 November 2010
Reporting inspector	Michael Pye

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

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	78
Appropriate authority	The governing body
Chair	Helen Schofield
Headteacher	Adam Earle
Date of previous school inspection	5 December 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed five lessons, visited three further lessons and saw a total of four teachers. They held meetings with governors, pupils and staff. They observed the school's work, and looked at data relating to pupils' attainment and progress. The school's development plan, lesson and curriculum plans, governing body minutes and school policies and procedures, particularly those relating to the health and safety and safeguarding of pupils, were scrutinised. Inspectors also looked at completed questionnaires returned by pupils and those from 26 parents and carers.

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

- The extent to which pupils are given sufficiently challenging work that enables them to make good progress.
- The extent to which pupils receive consistently good teaching across the school.
- How effective leadership and management have been in dealing with issues such as apparent underachievement in science, reading and mathematics, the progress of higher-attaining pupils and an apparent dip in pupils' progress during Key Stage 1.

Information about the school

Pupils in this smaller than average-sized primary school come from a predominantly White British background. The proportion of pupils for whom English is an additional language is well below average. The proportion of pupils with special educational needs and/or disabilities is broadly average. The largest group of these pupils have specific learning difficulties. The proportion of pupils entitled to free school meals is consistently below average. Over the recent past, there has been considerable staff upheaval for some younger pupils.

The school has been recognised nationally through gaining the Activemark and Eco-School awards.

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

The school provides its pupils with a satisfactory standard of education. Aspects such as the pupils' behaviour, their contribution to the community, and the care, guidance and support they receive are good. As one parent wrote, 'The community spirit in this school is uplifting and inspiring for the children.' The children get off to a positive start in the good Early Years Foundation Stage.

Generally, the children enter at expected levels but with weaknesses in writing particularly. By the time the pupils leave at the end of Year 6, attainment typically meets the national average, and this represents satisfactory progress for pupils, including those with special educational needs and/or disabilities. Mathematics is the weaker subject. Progress is not better because, although teaching is satisfactory overall, not all pupils are consistently set sufficiently challenging work. ♦ Consequently, pupils' progress slows, and this is reflected in the below average numbers of high-attaining pupils who reach the higher test levels at the end of Years 2 and 6. In lessons observed, there was some good use of 'talk partners' where pupils discussed issues arising, but opportunities are missed for them to consolidate and reflect on their learning. Other opportunities for them to work independently are limited when they are asked to remain 'on the mat' in whole-class sessions for a prolonged period. Teachers set targets for improvement but marking, except that for the 'Big Write' work, does not consistently make clear how pupils can improve their work. ♦

Pupils say they feel safe and are consequently well settled. Relationships are very positive and pupils are willing to engage in the lessons. The good curriculum gives them a wide range of enjoyable experiences. School analysis has recognised the need for more problem-solving activities so as to encourage more independent learning and deeper thinking skills for pupils.

The governing body conducts some good focused visits to the school. They produce detailed reports, for example, concerning the effect on the school of the recent arts project. Self-evaluation is both embedded and accurate. Senior leaders make good use of the information gained from the monitoring cycle to set appropriate development objectives. Past test results are carefully analysed by them and the reasons behind some underachievement in reading and science have been identified. More practical approaches in science have been introduced and new resources have helped to motivate boys regarding their reading and writing. As a result, pupils' progress in these subjects is now satisfactory. Subject leaders' analysis is not as detailed and consequently their knowledge of the pattern of attainment and progress across the school is not sufficiently deep. ♦

Development planning at this level of management does not use starting points that enable managers to identify how successful any changes have been. Not all action

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planning shows clearly how the subject contributes to the whole-school development plan. Teachers benefit from some good detailed professional support and guidance as a result of the established cycle of lesson observations. As a result, the quality of teaching and learning is improving although not fast enough to ensure better progress for all pupils. The capacity to improve the school is consequently satisfactory.

What does the school need to do to improve further?

- Improve attainment and progress, particularly in mathematics, by:
 - ensuring that all teachers plan work that challenges pupils of different abilities.
 - introducing more problem-solving approaches for pupils in lessons.
- Encourage pupils to become more independent learners by ensuring that:
 - teachers' marking clearly shows pupils how to improve their work
 - pupils do not spend prolonged periods of time in whole-class teaching sessions at regular intervals, and at the end of lessons, pupils have opportunities to reflect on their learning
 - at regular intervals, and at the end of lessons, pupils have opportunities to reflect on their learning.
- Sharpen the skills of subject leaders and managers by ensuring that:
 - they analyse assessment data more deeply, to gain a more accurate picture of attainment and progress in their subject across the school, and to identify areas for improvement.
 - action plans clearly show how a subject is going to support the whole-school development plan, and that they have measurable success criteria.

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

Pupils say that they enjoy school. ♦ Observations and their good attendance confirm this. In one Year 6 lesson, the pupils were motivated and eagerly rose to the challenge of identifying French words for parts of the face. Pupils are motivated by the use of the interactive whiteboards; Years 3 and 4 pupils thoroughly engaged with the learning of probability using a computer game that had them excitedly 'calling the odds'.

In the 2009 national tests at the end of Key Stage 1, attainment was below average. It appears that the 2010 assessments will show a similar picture. The school's own analysis shows that pupils did not achieve as well as they expected and that changes to staffing were a key factor in this. In the work of pupils in the current Key Stage 1, attainment is average and progress satisfactory. This includes pupils who are gifted and talented and there is no discernable difference between the genders.

Basic skill levels, together with some good levels of knowledge and skills regarding information and communication technology, help ensure that pupils are satisfactorily prepared for the next stage in their education.

The successful work of the school in gaining the national awards is reflected by the pupils' good knowledge of how to stay safe and healthy. They make a good contribution to the

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community through their work as school councillors and when singing in the local community, or entertaining older people at Christmas. Overall, pupils' spiritual, moral, social and cultural development is good. However, opportunities for reflection on issues of interest and pupils' learning are inconsistently delivered. Pupils' social and moral development is very good. This is seen when they appropriately change their attitudes and behaviour according to the school occasion, for example as they move from the classroom environment to collective worship.

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	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?

Pupils know what they are expected to learn in lessons because teachers make clear the learning objectives. Teachers plan a range of different activities that help meet the different learning styles of pupils. Pupils also benefit from learning approaches that entail pupils being active. For example, Year 4 pupils moved around the class experiencing a good range of games designed to explore probability theory. However, pupils' progress slows because not all are set work that challenges them to do their best, and opportunities are missed to consolidate pupils' learning at regular intervals.

The curriculum has been developed well to include opportunities for pupils to use their literacy and numeracy skills in other subjects and, consequently, learning is made more real for them. Enrichment weeks help motivate pupils. They thoroughly enjoyed assessing the chances of winning the 'snail race' as part of the 'probability' mathematics focus during

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the week of the inspection. Effective use is made of the local environment and visits to extend pupils' learning. The need to fully embed more investigative and problem-solving approaches is recognised by the school.

Pupils say that adults know them and care for them well. Those with specific learning difficulties often progress well because of good targeted support from teaching assistants. Case studies of young people whose circumstances have made them vulnerable show that the school seeks appropriate guidance from a wide range of external agencies to help support and guide pupils and their families.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, Chair of the Governing Body and other senior leaders have a clear and shared vision for school improvement. However, not all subject leaders have sufficiently sophisticated levels of managerial skills to maximise their potential impact on data interpretation and school development planning. Leadership responsibilities have been satisfactorily extended; the planned programme of monitoring includes subject coordinators in work scrutiny and talking to pupils about their experiences. Pupils have equal opportunity because the school's tracking of pupils' progress ensures quick identification of pupils requiring additional support. While more difficult in small cohorts, there is still insufficient analysis of the progress of pupil groups. The governing body regularly reviews the equality policy. It adopts a rigorous approach to ensuring that safeguarding guidance is adhered to, that health and safety policies are updated and training needs are recognised. School leaders, including governors, have contributed well to the 'vision for the child' document which profiles Year 6 pupils and their equal entitlement, as part of their move to a new school. The ability of the governors to raise questions about pupils' progress is limited because they have yet to receive training on national assessment data. ♦ Good partnerships result in real improvements for pupils. For example, the local school partnership results in the learning mentor working well with vulnerable children to dismantle barriers to learning. The school has reviewed effectively its community cohesion work. Local links are very strong, particularly with the village and the church. Some early links have been made with a contrasting school in England and a school in Ghana but this has yet to develop to include pupils and curriculum work. Partnerships with parents and carers are good. Some curriculum workshops take place but the school acknowledges that this is an area for further development if parents' and carers' support for their children's learning is to be maximised.

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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	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	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

Reception children progress, reflecting consistently good teaching. Relationships are very positive. The children settle well as a result of effective induction procedures which include home visits. During lessons, the adults are very adept at posing problems for the children to consider amongst themselves. During a play session, three boys gave serious consideration to the problem of two train engines meeting each other on the same track! The children also benefit from recent positive moves to improve the resources and environment. The external area has been developed well and gives children good opportunities, for example to paint and play outside. There are missed opportunities to promote the status of mathematics, such as a more obvious dedicated area. Good leadership has established a clear 'high expectation' environment. The curriculum has a good balance of adult- and child-initiated learning. Planning does not sufficiently identify how classroom learning objectives can be reinforced in the external area.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

The vast majority of parents and carers are happy with their children's experience at the school and are convinced that their children enjoy school. A few had concerns about behaviour but, during the inspection, this was judged to be good. Inspectors agree with parents and carers that the school could do more to meet the particular needs of some children. It was found that not all teachers plan work that challenges pupils of different abilities. A very small minority raised communication between them and the school as problematical, but most felt satisfied with this. Inspectors noted that, while there may be occasional communication difficulties, the school has a good range of strategies to keep parents and carers informed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Hoathly Church of England 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	65	9	35	0	0	0	0
The school keeps my child safe	15	58	11	42	0	0	0	0
My school informs me about my child's progress	8	31	17	65	1	4	0	0
My child is making enough progress at this school	9	35	15	58	0	0	1	1
The teaching is good at this school	8	31	17	65	0	0	1	1
The school helps me to support my child's learning	14	54	11	42	0	0	1	1
The school helps my child to have a healthy lifestyle	16	62	10	38	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)	11	42	14	54	1	4	0	0
The school meets my child's particular needs	11	42	13	50	2	8	0	0
The school deals effectively with unacceptable behaviour	13	50	9	35	3	12	1	1
The school takes account of my suggestions and concerns	10	38	13	50	2	8	0	0
The school is led and managed effectively	12	46	13	50	0	0	1	1
Overall, I am happy with my child's experience at this school	13	50	12	46	1	4	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). 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.



8 November 2010

Dear Pupils

Inspection of West Hoathly Church of England Primary School, RH19 4QG

You may remember our recent visit to your school. You were keen to tell us about your school – thank you. We listened carefully to what you told us. We judge your school to be satisfactory. That means that it does some things well but there are other things that it could improve.

You told us you feel safe and that the adults look after you well. We agree, and believe that the care and support that you receive is good. In lessons, we liked the way that you are clear about what you are expected to learn. You are keen to get involved in lessons. Well done! Also, keep up the good work in entertaining the older people in the village, and with your charity fund-raising. You have a good knowledge of how to stay healthy and safe. We are pleased that the younger children get off to a good start in Reception.

We also agree with you that you get many different and fun things to do. We saw for ourselves how much you enjoyed the 'snail race'! We have asked the school to provide you with more chances in lessons to problem-solve.

The adults want the best for you and are always looking for ways to improve the school. We have asked the school to do the following things:

- make sure that your teachers plan work that really challenges each one of you to do your best. You can help by telling them when you find the work too easy or too hard
- ensure that teachers make clear to you how you can improve your work, that they give you opportunities to think about how well you are learning during lessons, and that you don't spend too much time on the mat in lessons
- help the adults responsible for subjects to look more closely at how you are all doing and to make plans which fit in better with the overall plans made by the school.

Thank you once again for your help, and I wish you all the very best for your future.

Yours sincerely

Michael Pye

Lead inspector

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