

East Wittering Community Primary School

Inspection report

Unique Reference Number	125829
Local Authority	West Sussex
Inspection number	359950
Inspection dates	2–3 March 2011
Reporting inspector	John Seal HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Kelly Deadman
Headteacher	Susan Parker
Date of previous school inspection	26 January 2010
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 17 lessons which involved seeing eight teachers. Meetings were held with pupils, staff and members of the governing body and a representative of the local authority. The inspectors observed the schools work and looked at: data on pupils progress; a range of policies and planning documents; minutes of meetings; the schools self-evaluation documents; risk assessments; financial information; and the single central record of safeguarding checks on staff. The team analysed questionnaires returned by 57 parents and carers, 95 pupils and 30 staff.

The inspection team reviewed many aspects of the schools work. It looked in detail at a number of key areas.

The progress pupils make in their literacy and numeracy skills, especially in Key Stage 2.

How well teachers use assessment to plan pupils progress.

How systematically leaders and managers monitor and evaluate the progress pupils make and the quality of the teaching across the school.

How well children in the Early Years Foundation Stage learn and are provided for.

Information about the school

This is an average sized primary school. The pupils are predominantly of White British heritage. The percentage of pupils who start and leave the school during the academic year is higher than would be typically expected. A higher than average proportion of pupils is identified as having special educational needs and/or disabilities. Most of these have moderate learning difficulties or have speech, language and communication difficulties. The proportion of pupils known to be eligible for free school meals is broadly average. The school has achieved several awards, including Activemark, Healthy Schools, International School and Eco-Schools Silver. An independently managed nursery shares the site but was not part of this inspection. The school was inspected in January 2010 and given a notice to improve because of low attainment in writing and mathematics, and a lack of rigour in the schools planning for improvement.

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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

The school provides a satisfactory education for its pupils. This includes the effectiveness of the Early Years Foundation Stage. Since the last inspection, there has been a satisfactory increase in the proportion of pupils whose attainment in English and mathematics is in line with the standards expected nationally in all year groups. In Year 6, pupils attainment is broadly average.

There are an increasing number of good lessons and a very small number that are outstanding. However, the quality of teaching is satisfactory rather than good because of the variable practice across the school. Consequently, some pupils do not make the consistently good progress that many of them are capable of. As a result, pupils progress overall is satisfactory but improving.

In the Early Years Foundation Stage, children make satisfactory progress. It is hindered from being better than this because of limited learning resources and an imbalance between adult-led and child-chosen activities. Teachers observations of the child-chosen activities are not frequent or detailed enough to inform them about the children's next steps in learning.

The school provides a safe and caring climate. This means pupils say they feel safe and know who to go to if they need help. They behave well, both around the school and in lessons. Behaviour seen in a few lessons during the inspection was excellent. Pupils have a good understanding of healthy lifestyles and contribute well to the school and wider community.

The curriculum is beginning to develop well. For example, during the week of the inspection, Key Stage 2 pupils engaged in a mock battle as part of their themed work on Invaders and Raiders. These themes motivate pupils to learn and the school's effective implementation of a commercial programme has captivated most pupils' interest in writing, with many positive examples of improvements.

The governing body is aware of what the school needs to do to improve further and is beginning to hold the school to account. Appropriate plans are in place to develop the school further and leaders and managers are clear about what needs to be done next. Up until the autumn term 2010, leaders and managers worked closely with school improvement professionals from the local authority to secure effective improvements. As a result, there are now sound procedures for monitoring and evaluating pupils' progress and the quality of teaching and learning. However, these are not formalised or systematic enough to provide a complete picture of the performance of the school and ensure further improvements. With leadership and management responsibilities continuing to be

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distributed more widely and the steady track record of improvement since the last inspection, the school has satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the proportion of pupils who meet or exceed nationally expected levels across the school in reading, writing and mathematics, by:
 - holding teachers more effectively to account for pupils rates of progress
 - ensuring teachers planning identifies precisely the clear learning outcomes for pupils different needs.
- Ensure that at least 80% of lessons are good or better by the end of December 2011 by improving the quality of target-setting and feedback to pupils to match the best practice in the school.
- Ensure all leaders and managers, including the governing body, develop a formal and systematic approach to monitoring and evaluating the quality of teaching and learning by:
 - developing a single record of evidence and information about lessons, work and planning seen
 - clearly linking teachers professional development to the information collated about their performance.
- Ensure children in the Early Years Foundation Stage make good gains in their learning by:
 - ensuring the environment is sufficiently well resourced to give children consistent opportunities to engage in all areas of learning, both inside and outside
 - providing children with more opportunities to learn through self-chosen activities
 - making better use of observations of children engaged in self chosen tasks to plan suitably challenging next steps.

Outcomes for individuals and groups of pupils

3

Children start their school life with the large majority of their skills, knowledge and understanding being below those typically expected for their age. In the questionnaires they returned and in discussions with the inspectors, pupils said they enjoyed school.

There has been a secure and steady increase in pupils attainment. In lessons and work seen during the inspection, pupils often demonstrated positive attitudes towards learning and broadly average attainment. Pupils attainment in their writing has been a particular concern to the school, but the effective tracking systems and implementation of a whole school adoption of a writing programme has seen good improvements to both pupils progress and attainment. As a result, nearly all pupils, including those with special educational needs and/or disabilities, make satisfactory progress.

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Most pupils attend well but a very small number of pupils attendance is patchy leading to average attendance rates overall. These attendance rates, in addition to pupils basic skills in literacy and numeracy being in line with national expectations, mean that preparation for their future lives is satisfactory. Pupils behaviour is very rarely less than good, and it is outstanding when lessons are compelling and interesting. Around the school and in the playground, pupils treat each other well and are highly courteous and polite to adults. Pupils good spiritual, moral and cultural development can be seen in peer mediation, the calm break times and the ability of many pupils to resolve conflicts sensibly.

Most pupils have a good understanding of how to live a healthy lifestyle and the number of them who participate in physical activities is high. Pupils contribution to school life and beyond can be seen in the many responsibilities they readily take up, such as becoming prefects and members of the school council.

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	3
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?

Many lessons are based on clear plans to meet the needs of different groups of pupils. In these lessons, pupils make good progress because the activities they engage with are interesting and based on the teachers knowledge of what they need to do next to improve. In the very best lessons, teachers provide pupils with time to reflect on previous work and opportunities to improve it. There are some excellent examples of pupils assessing their own work against agreed targets for improvement. Older pupils

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demonstrate sustained periods of concentration during writing sessions, with high levels of enjoyment and success. However, these practices are not consistent across the whole school. In the less effective lessons, teachers do not use the information about pupils learning precisely enough to plan activities to match their needs. Targets are not clear or sufficiently challenging to ensure progress is consistently good.

Planning for the themed approach to subjects is developing well and there are good opportunities for incorporating different subjects, including history and geography. Pupils literacy, numeracy and information and communication technology (ICT) skills are beginning to be planned into these. However, the skills and knowledge required by pupils to access other subjects over time are not sufficiently planned for to secure good progress through the key stages. The good range of extra-curricular activities includes ICT, gardening and running. Pupils in Years 5 and 6 take part in residential activities.

The school takes pride in its caring ethos and rightly so. Pupils who spoke to inspectors and returned questionnaires said they felt well cared for. Staff know those pupils and families whose circumstances make them particularly vulnerable. They make sure they receive appropriate advice and support, which are underpinned by strong links to external agencies. In addition to the schools good transition arrangements between pre-school provision and transfer to secondary schools, pupils who arrive at the school during the school year are helped to settle in well.

These are the grades for the quality of provision

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

How effective are leadership and management?

The senior leadership team and governing body are eager to secure the schools continuing improvement. Teachers are effectively held to account for pupils progress through regular meetings where pupils work, lesson planning and assessment information are discussed and any areas for improvement are agreed. However, the systems and procedures for collecting, analysing and reporting this information are not robust enough. As a result, there is an insufficiently rigorous and clear overview of teachers performance in order to precisely gauge how to improve the quality of teaching and learning more rapidly. The school strives to engage effectively with parents and carers through workshops, regular newsletters, formal and informal meetings. Discrimination is not tolerated and any gaps between groups are suitably identified and beginning to close. Safeguarding systems meet current requirements and promote the health and safety of pupils. Child-protection procedures are securely in place, including the single central register and appropriate training for staff and governors. The school has effective links with schools nationally and internationally. The governing body and staff have a good

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understanding about the different groups in the local community. Consequently, community cohesion is good.

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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle into the Reception Year well because of the good links the school has established with the on-site pre-school setting, parents and carers. Children are well behaved and confident learners because of the positive relationships between adults and children. They engage well in practical activities which include visits to the local shops. The learning environments are suitable with some good use of the outdoor area. However, since September 2010, one of the two classes includes a mixture of Reception and Year 1 pupils. This has led to inconsistencies in how the learning environments and access to appropriate resources are planned. The staff are aware of these inconsistencies and are starting to address them. Children generally respond well to the teacher-led activities but not all of them are appropriately matched to meet the maturity needs of the younger children who require more opportunities to be involved in the planning and choosing of their own learning. This means that children's progress in most areas of learning is satisfactory rather than good. Leadership and management ensure that parents and carers are involved in their children's learning. The team works together effectively and is beginning to overcome the inconsistencies in provision.

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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

Most of the responses returned were generally favourable. A significant minority of parents and carers expressed concerns about the quality of leadership and management, the way behaviour is managed, the way the school responds to their suggestions and concerns, and the way their children are prepared for their future lives. The inspection team found no evidence to indicate that the school is not led and managed in a satisfactory manner, does not manage behaviour effectively or that parents and carers views and concerns are not taken into consideration. The school regularly consults with parents and carers, and in its own surveys which have much higher response rates, there were higher levels of satisfaction with these aspects of the schools work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Wittering Community 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	44	30	53	2	4	0	0
The school keeps my child safe	23	40	31	54	3	5	0	0
My school informs me about my child's progress	19	33	35	61	3	5	0	0
My child is making enough progress at this school	16	28	37	65	4	7	0	0
The teaching is good at this school	17	30	35	61	3	5	0	0
The school helps me to support my child's learning	18	32	33	58	5	9	0	0
The school helps my child to have a healthy lifestyle	17	30	32	56	5	9	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)	14	25	26	46	7	12	0	0
The school meets my child's particular needs	15	26	35	61	5	9	1	2
The school deals effectively with unacceptable behaviour	15	26	25	44	12	21	2	4
The school takes account of my suggestions and concerns	14	25	25	44	8	14	4	7
The school is led and managed effectively	10	18	20	35	15	26	9	16
Overall, I am happy with my child's experience at this school	16	28	35	61	4	7	1	2

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



4 March 2011

Dear Pupils

Inspection of East Wittering Community Primary School, East Wittering PO20 8NH

In January 2010, some inspectors visited your school. They decided that the school needed to improve some aspects of its work and gave it a notice to improve. You may remember that we visited your school recently to see how well you were doing. It was a very enjoyable experience. We found that the school had made quite a few improvements and no longer needs a notice to improve, and is now providing you with a satisfactory education. During our visit, we found out that:

more of you are making better progress in reading, writing and mathematics, especially in writing, and your attainment is broadly average by the end of Year 6

you enjoy school

you have good ideas about how to live a healthy lifestyle

you behave well

the school looks after you really well and you feel safe

your attendance is improving and is broadly average.

We agree with many of the things you said about the school and also found there were some areas the school still needs to work on. We spoke to your headteacher, staff and members of the governing body. They are going to be working to improve the school even more by:

helping even more of you to improve your reading, writing and mathematics

making sure even more of your lessons are interesting and help you learn well

ensuring the school is on course to make even more improvements

enabling the children in the Reception class to learn even more.

You can all help by continuing to come to school regularly and enjoying your learning and school life. We wish you all the best while you are at school and in your future lives.

Yours sincerely

John Seal

Her Majesty's Inspector

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