

# Slinfold CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	125995
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	359985
<b>Inspection dates</b>	30–31 March 2011
<b>Reporting inspector</b>	David Marshall

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	131
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neville Taylor
<b>Headteacher</b>	Jacqueline Lamb
<b>Date of previous school inspection</b>	4 June 2008
<b>School address</b>	The Street Slinfold West Sussex RH13 0RR
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## Introduction

This inspection was carried out by two additional inspectors. During the inspection, 10 lessons and six teachers were observed. Discussions were held with staff, members of the governing body, parents and carers, and pupils. Inspectors observed the school's work and looked at documentation including the school's development plan, the tracking of pupils' progress, provision for those pupils identified as having special educational needs and/or disabilities and minutes of governing body meetings. In addition, questionnaires from 60 parents and carers, and others from staff and pupils were analysed.

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

- The school's strategies for assessment, its analysis of progress, and what its data show about the level of achievement of the current pupils.
- Pupils' personal development and the effectiveness of the school's measures to enhance their cultural development.
- The extent to which the school's monitoring procedures have succeeded in improving the quality of teaching and raised achievement.
- How well the curriculum and extra-curricular activities contribute to pupils' achievement.
- How effectively the leaders and managers at all levels, including the governors, are enabling continuity and improvement.

## Information about the school

Slinfold is a smaller-than-average school in a rural community. There are five classes with mixed-age groups, with some year groups having very few children. The proportion of pupils known to be eligible for free school meals is lower than the national average. An above-average proportion of pupils have special educational needs and/or disabilities. These needs include behavioural, emotional and social difficulties. The percentage of pupils with statements of special educational needs is also above average. The vast majority of pupils are of White British heritage and there are no pupils who speak English as an additional language. A higher number of pupils than average join and leave the school other than at the normal time. Children in the Early Years Foundation Stage are taught in a Reception class.

The pre-school that shares the site has recently formed a partnership with the school. This pre-school setting was not inspected.

**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

Slinfold is a good school. Although there are challenges at the moment due to the instability of the staff, there remains a stable atmosphere of high expectations. The very effective headteacher and acting senior teacher know the school's strengths well and what needs to improve. They have carefully identified the correct priorities and are systematically tackling them. The school's long-established positive reputation in the community is due to the hard work of all staff and governors who share the headteacher's values and ambitions for the school. Consequently, the school is well placed to build on its strengths and has a good capacity for sustained improvement. As one parent, reflecting a majority view, observed, 'I can't praise it high enough. I feel it is a warm, loving, nurturing school with great leadership.'

The overall effectiveness of the Early Years Foundation Stage is good. Due to the effective organisation and careful early assessments, pupils begin to make good progress immediately. This is built on well throughout the school. National test results in Year 6 in 2009 were above average, and the school's records show that pupils achieved higher results still in 2010. Although an above average number of pupils join the school in Key Stage 2, the consistently effective teaching, through the careful focus on the needs of these incoming pupils, enables them all to make good progress. Staff have created attractive classrooms with imaginative displays and provide a positive learning environment.

The curriculum covers all subjects and is enhanced by a good range of additional activities, visits and visitors. The school rightly has a priority to give pupils increasing opportunities to practise and further consolidate their literacy, numeracy and information and communication technology (ICT) skills. It has accurately identified the need to embed the curriculum changes and links between subjects further to enhance pupils' learning and enjoyment, and make all lessons as relevant to pupils' interests as possible.

The pastoral support, guidance and care provided for all pupils are excellent and, as a result, by the time pupils leave the school, they are mature and thoughtful young adults who make an extremely effective contribution to the school and the local community. Pupils behave extremely well in lessons and around the school and feel very safe, reflecting the staff's high expectations and highly effective level of care and moral guidance. Pupils have a good awareness of how to lead a healthy lifestyle. The provision for pupils whose circumstances have made them vulnerable, or for those with special educational needs and/or disabilities, is very good and leads to these pupils making good progress.

The school does much to promote its place in the local community and works effectively with many organisations and local businesses. Its audit of community cohesion, undertaken by governors and staff, is underpinned by a careful analysis of the school's

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context. The links with schools abroad have been established well and pupils' awareness of, and preparation for, living and working in a culturally diverse United Kingdom are also being developed well.

There are conflicting views among the parents and carers. A very large majority hold the school in high regard. They commented on the openness of staff, their children's enjoyment of learning, the way the school welcomes all children and the care shown by all staff. Inspection evidence endorses these views. Despite the efforts of the headteacher and governing body, there are some parents and carers who have misgivings about the school and the way that it deals with pupils' behaviour and the progress their children are making. This is an issue that the school agrees must be resolved with urgency.

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

- Ensure that changes in the curriculum are embedded so that:
  - pupils are given the maximum opportunities to practise and reinforce their skills and learning in English and mathematics
  - the exciting and relevant activities that are linked across subject areas are present in all lessons.
- Make strenuous efforts to improve the communication with parents and carers in order to reassure those who have concerns about how the school deals with pupils' behaviour and how well their children are progressing.

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

**2**

Pupils enter the school with skills and understanding that vary but are usually broadly in line with those expected for their age, and immediately make good progress. Pupils are generally well motivated by the ideas and resources presented and are keen to please their teachers and other adults. This is a reflection of the strong moral code of the school that encourages good behaviour, attentiveness and hard work, and enables all pupils to make good progress as they move through the school. For example, in an outstanding Years 5/6 mathematics lesson, pupils listened well to the teacher's effective opening, and appreciated the great deal of freedom they were given to respond in their own way and at their own pace. This led to some insightful conclusions about coordinates and how they could be plotted best. Targets set for pupils' progress are used very well, and pupils are well monitored. The progress of different groups of pupils, such as those with specific learning needs, is good. Their targets are used well to make sure they are appropriately supported and challenged in every lesson. More-able pupils have benefited from tailored small group sessions both within the school and in visits to other schools, which have successfully enabled them to reach their potential. In particular, as they discussed, they have benefited from activities that specifically involved them in problem solving to boost their confidence in using their mathematical skills for different purposes.

Pupils' above-average attendance helps them to make good progress overall and to achieve well. They appreciate the good opportunities to participate in sporting activities that encourage their positive attitudes to keeping fit and healthy. The school successfully instills in the pupils a good spiritual, social, moral and cultural understanding, which accounts for their outstanding behaviour and positive attitudes to school. A striking feature that the pupils displayed at all times was the caring way they look after each other.

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Throughout the inspection, the way in which pupils treated each other and spoke to adults with such kindness and respect was exceptional. Pupils' excellent behaviour, very good understanding of how to stay safe and above average attainment in basic skills mean they are well prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching and learning are good. In almost all lessons, there are strong elements that help pupils of all abilities to make good progress. In the large majority of cases, teachers set out clear objectives and sessions are well managed. Pupils experience a good mix of listening to the teacher, responding to questions and opportunities to discuss their work among themselves. This experience, along with good strategies to manage pupils' behaviour, means that pupils are attentive and display good attitudes to learning. For example, in a Years 2/3 science lesson on dissolving, the pupils were organised very effectively into different groups so that they were all well challenged at their level. They concentrated very well and, as a result, they all made good progress.

Assessment procedures to check pupils' progress have improved markedly since the previous inspection. However, this information is not yet consistently used in conjunction with the innovations in the curriculum to plan activities that consistently meet pupils' differing needs. As a result, although the curriculum is good overall, there are aspects that have still to become embedded in some year groups in order for pupils to make even

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better progress. When implemented with enthusiasm, the curriculum provides effective opportunities for pupils' all-round development. This was clear in the literacy lessons observed during the inspection. The variety of activities and the opportunities for pupils to make their own, well-defined choices were very good. This resulted in memorable experiences that pulled together all that the pupils had learned from their themed topics. However, pupils' progress slows occasionally as not all teachers harness this innovative planning to the same degree.

Throughout the school, very positive relationships between staff and pupils contribute to the supportive ethos for study. As a result, the atmosphere for learning created by the whole staff is positive and caring. The impact of the school's outstanding support, guidance and care is evident in the pupils' excellent standards of behaviour and in their good social development. Vulnerable pupils, often coming in from other schools, are extremely well supported and the school works very effectively in partnership with a wide range of agencies to meet their needs.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The effective partnership of the headteacher and staff is sensitive to the needs of all pupils and staff. All adults involved in the school value the headteacher's open-door approach through which she consistently gives an exemplary lead and relates effectively with pupils, parents and carers and the local community. Teamwork is of a good quality and all staff are playing a valuable part in moving the school forward. As one staff member said, 'It has been exciting to be a part of the school for so long ♦ I have learned so much.'

The administrative and caretaking teams play central roles within the school. Their work is acknowledged and much appreciated. The headteacher and staff have worked hard to develop a corporate understanding of the school's strengths and areas for development. There is an effective plan for further development and senior leaders show an urgency to make sure their vision is appreciated and shared so all staff are willing to make further improvements. The governing body is fully involved in all developments. It supports the school very effectively and brings a wide range of experience and skills to bear to hold the school to account when necessary.

Staff and governors ensure that discrimination in any form is not tolerated, and the school is very effective in promoting equal opportunities. It values the opinions of parents, carers and pupils and acts upon these. Procedures to safeguard pupils' well-being, safety and

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health are thorough and all members of staff are well trained. The contribution the school makes to community cohesion is good. A plan and clear actions are in place for promoting pupils' understanding from a local perspective. Links with other local schools and agencies are harnessed well.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make a good start to their school life in the Reception class and achieve well. They settle happily because of the school's good links with parents and carers and because of the strong nurturing environment. Staff make every effort to ensure all children feel welcome. The good relationships with parents and carers are maintained on a daily basis as staff make a concerted effort to talk to parents and carers to enable them to understand how their children learn.

The Early Years Foundation Stage is managed well and clear priorities are set for improvement. The enhancements in provision and outcomes since the previous inspection are testament both to the effective leadership of the coordinator and the good teaching. Planning is good because careful account is taken of the regular, ongoing assessments of children's progress. Effective teamwork provides good routines, high expectations of behaviour and achievement, and excellent relationships. Consequently, children develop well personally and engage well with their learning. Staff make good use of the facilities and also of the outside area to extend children's learning, particularly their climbing, clambering and physical skills. There is a good balance of child-initiated and adult-led activities. Children's language skills are being developed well with a clear focus on vocabulary. Children thoroughly enjoy learning but there are occasional missed opportunities, as activities are not fully enhanced by linking the tasks carefully to what children already know.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
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

## Views of parents and carers

The majority of parents and carers who returned questionnaires or who spoke to the inspection team were happy with the school and the education their children receive. They feel that the school has a dedicated team of staff and that the headteacher leads and manages the school well. They feel that the school has a very warm, supportive and friendly atmosphere and the majority feel their children make good progress. Inspection evidence endorses these views. Inspection findings did not confirm the views of a few parents and carers who feel their children are not making good progress, and that the school does not help them to support their children's progress, and does not deal effectively with pupils' behaviour. Inspection evidence showed that the school has tried very hard to reassure parents and carers and there are many lines of communication, but clearly these are not yet fully effective. These concerns, and all other comments, were shared and discussed with the headteacher and senior staff.

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

Ofsted invited all the registered parents and carers of pupils registered at Slinfold 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 131 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	63	22	37	0	0	0	0
The school keeps my child safe	41	68	19	32	0	0	0	0
My school informs me about my child's progress	24	40	30	50	6	10	0	0
My child is making enough progress at this school	28	47	21	35	11	18	0	0
The teaching is good at this school	32	53	21	35	1	2	0	0
The school helps me to support my child's learning	27	45	23	38	5	8	0	0
The school helps my child to have a healthy lifestyle	35	58	23	40	1	2	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)	24	40	27	45	2	3	2	3
The school meets my child's particular needs	29	48	19	32	7	12	2	3
The school deals effectively with unacceptable behaviour	21	35	26	43	10	17	1	2
The school takes account of my suggestions and concerns	19	32	32	53	3	5	3	5
The school is led and managed effectively	30	50	27	45	1	2	2	3
Overall, I am happy with my child's experience at this school	33	55	24	40	3	5	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	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 April 2011

Dear Pupils

**Inspection of Slinfold Church of England Primary School, Slinfold, RH13 0RR**

I am writing to thank you for your help when we inspected your school and to let you know what we found out. Yours is a good school. We enjoyed our time spent in your lessons and talking to some of you. We also looked at the work of the school and talked to the staff and members of the governing body. We were interested in what your parents and carers think of your school, and we particularly enjoyed listening to what you had to say.

These are some of the things your school does particularly well.

- You all make good progress and enjoy your learning.
- The staff at the school work hard and the headteacher is doing a good job.
- You feel safe at school and you know how to be healthy.
- You all really enjoy being in school. Many of you try very hard to help others. For instance, the school council members and those of you who help others on the playground do a super job.
- You behave exceptionally well, work hard and listen carefully to your teachers ♦ all of this helps you to make good progress.
- All the adults in the school look after you very carefully. They always make sure that you get help if you need it.

We have agreed with your school that there are some things that will help it to improve. We have asked the headteacher to make sure that teachers all make their lessons as exciting as possible and set you work that closely matches your interests and needs. Also, some of your parents and carers said they are not too happy with the information they receive from the school about how different children's behaviour is being managed and how much progress you are making. We have asked the headteacher and staff to do as much as they can to make sure your parents and carers are happy with all the school is doing for you.

Yours sincerely

David Marshall

Lead inspector

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