

# Eastergate C of E Primary School

Inspection report

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<b>Unique Reference Number</b>	125981
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	381162
<b>Inspection dates</b>	27–28 September 2011
<b>Reporting inspector</b>	David Collard

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>	Terry Gibson
<b>Headteacher</b>	Judith Holland
<b>Date of previous school inspection</b>	3 December 2008
<b>School address</b>	Church lane Eastergate Chichester, West Sussex PO20 3UT
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## Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in 11 lessons or parts of lessons, taught by six teachers. Meetings were held with staff, members of the governing body, pupils and informally with parents and carers. They observed the school's work, and looked at a range of documentation including the school's own self-evaluation, school improvement plan, assessment data and safeguarding documentation. In addition, questionnaires collected from staff and Key Stage 2 pupils were analysed along with 64 questionnaires from parents and carers.

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

- The influence that all leaders have in determining the strategic improvement and particularly how this is reflected in eliminating any unevenness between the progress of different year groups of pupils.
- Whether the apparent falling trend in progress rates in national tests until 2009 has been stemmed.
- How well improvement have been made in the Early Years Foundation Stage since the previous inspection, particularly in the quality of the outdoor provision.

## Information about the school

This smaller than average primary school serves its local community although a significant proportion of pupils come from further afield. The proportion of pupils known to be eligible for free school meals is low. Children enter the Reception class during the autumn term and at the time of the inspection almost all were attending full time, having started just three weeks before. The proportion of pupils with special educational needs and/or disabilities is slightly above the national average although the proportion of pupils with a statement of special educational needs is well below average. Most needs relate to learning, emotional or social difficulties. Most pupils come from a White British background but there are some from minority ethnic groups such as Traveller, Romany and Gypsy heritage as well as a few from eastern European countries. Just a very few arrive at the school with little understanding of the English language.

The school has gained a range of awards including The Artsmark Gold and the intermediate British Council International Schools Award (ISA).

**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

This good school has improved since its previous inspection. Through the excellent drive and determination of the headteacher and staff, a number of highly positive features have been developed. This has resulted in outstanding outcomes for pupils. It is most noticeable in elements of pupils' personal development because of the highly effective care, guidance and support for pupils. This is not to say that everything is perfect. The school rightly acknowledges that while the good progress and above average attainment have been improving through Years 1 to 6, the good provision in the Early Years Foundation Stage is yet to have the fullest impact on the outcomes for the youngest children.

Pupils thoroughly enjoy their time at Eastergate. This is demonstrated by their excellent behaviour, very high attendance rates and their positive attitudes to work. There are exemplary levels of concentration, in lessons and in other activities, and pupils take a pride in their finished work. One pupil, noting a piece of her work that was not as good as some others, said, 'I should have taken more time with this.' Pupils have an excellent understanding of how to stay safe, fit and healthy with a high take-up of after-school clubs. Pupils have also initiated events and fund raising and their contribution is very highly regarded within the local community and further afield.

When children start school in the Reception class they very quickly settle. The provision in the Early Years Foundation Stage was a key issue at the previous inspection. Since then many changes have happened but these are taking time to have an impact. Consequently, children's progress, until recently, had not been as rapid as it could have been. Provision, and particularly teaching, is good although there is still a legacy of underperformance which means that, while children now in the Reception class have made a good start, those presently in Years 1 and 2 have had more to catch up in their basic skills of reading, writing and mathematics. This is partly the reason why the attainment of pupils, at the end of Year 2, even with good teaching, has over time been more variable. Nevertheless, by Year 6 pupils are attaining well. In the national tests for those in Year 6 until last July, everybody achieved the age expected Level 4 and over one third achieved the higher Level 5 in both English and mathematics; in reading this reached 70%. Those presently in Year 6, and in other years, are progressing just as well.

The headteacher has a steely determination to ensure that all pupils are given the right preparation for their future education and has forged an extremely strong

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partnership with parents and carers. The whole staff and the excellent governing body not only supported this aspiration but, through careful monitoring, analysis and accurate evaluation of the school's work, ensure that new initiatives are fully scrutinised for their effectiveness. This pursuit for excellence has resulted in improvement through nearly all areas of the provision and the outcomes for pupils. However, improvement in the Early Years Foundation Stage has lagged behind other key stages. Consequently, because this improvement has not yet been securely maintained, the school's capacity for improvement into the future is good rather than outstanding.

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

- Ensure that the progress of children in the Early Years Foundation Stage is consistently good and that they are well prepared for more formal work in other years by:
  - developing assessment and planning so that they make connections between each activity and increase the opportunities to practise basic skills in reading, writing and mathematics
  - carefully and rigorously reviewing, monitoring and evaluating the impact of the actions taken in order to plan further improvements for the future.

**Outcomes for individuals and groups of pupils****1**

Children start school with a range of abilities. After a satisfactory start in the Early Years Foundation Stage, pupils make consistently good progress through all other years. In Years 1 and 2, pupils are building upon what they have already learnt and develop better basic skills in reading, writing and mathematics. On occasions, they have not consolidated these basic skills, such as in their phonics (linking sounds) and reading, but through constant reinforcement by the teacher, gain the building blocks and confidence for further work in the junior years. For example, Year 1 pupils found difficulty in recognising the difference between individual sounds and the corresponding letters. By Year 2, pupils' attainment is at least as expected for their age. Through Years 3 to 6 pupils continue to progress well. All pupils, regardless of their ability, gender or background, sequentially build upon their basic skills and their ability to become independent, use research techniques and technology and, by doing so, adapt their learning in unfamiliar situations. This was exemplified in a discussion with Year 6 pupils who eloquently described why they had used different grammar techniques to help bring their writing alive and what influence different genres of books had had on them.

In the pupils' questionnaires, there is rightly a common agreement that the school provides them with an excellent ability to think for themselves, to know how to stay safe and what constitutes a healthy lifestyle. This is apparent in the day-to-day life of the school such as when one group of younger pupils were preparing healthy bran cakes. They understood, for example, that they must not lick their spoon when it had raw egg on it and that they needed to wash everything carefully. A good example of

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the pupils’ exemplary behaviour and attitudes was seen in an active assembly that involved the whole of Key Stage 2. When asked to walk around and share their ideas about different countries with each other, the buzz of excitement was tangible, but equally the whole group quickly came back together when asked, without any further words from the teacher. This is because pupils are fully aware of the boundaries that have been set. Pupils enjoy instigating new ideas such as when supporting children in Malawi, their contact with a school in France or with the local church. All these experiences, along with their academic success, ensure they are well prepared for their future schooling.

*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>1</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>	1
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

There are a number of common strengths within teaching which are consistently applied during individual lessons. In particular, teachers use a variety of different activities because they understand how to hold the attention of pupils and react quickly when attention appears to be waning. This results in pupils keeping up their interest and a fast pace of learning. In addition, assessment information is used well to ensure pupils know what they need to do next and how they can achieve this. An example of this is the regular target -etting which lays out exactly what pupils need to achieve. Older pupils are also expected to comment on the teachers’ marking and to suggest ways in which they can improve. This is not so common with the younger pupils although other methods, such as question and answer or returning to the original learning intention during the lesson, are successfully used. This consistently good teaching is a key factor for why pupils make the progress they do through

<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

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Years 1 to 6. On just a few occasions, teaching is not as inspiring as this such as when one class spent too long in a whole-group situation and, while behaving impeccably, showed signs of losing concentration. Pupils with special educational needs and/or disabilities are given strong support by some teaching assistants and with learning mentors. This all ensures they make the same level of progress as others. Pupils at an early stage of learning English are also monitored carefully to ensure that if there are any individual difficulties these are dealt with promptly and effectively.

The good curriculum provides a broad and balanced experience for pupils with some significantly strong elements such as are provided through extra-curricular activities, visits and visitors. For example, the pupils thoroughly enjoy their art lessons and say they do well in this subject. It is no surprise that the school has received a national award in recognition of this. The school, while providing some good experiences, is working extremely hard to make wider links with schools in Birmingham and France as part of its drive to gain a further international award. The school is rightly working on making the curriculum across and between classes as fully coherent as possible to provide pupils with a sense of purpose, excitement and enjoyment within their learning.

The school is rightly proud of the way it very effectively cares and supports the pupils. This is acknowledged by parents, carers and the pupils themselves. All pupils are known as individuals as are their families. Teachers, and senior and administration staff can all talk in detail about the reasons for particular methods that are used for support programmes or to keep pupils 'on the straight and narrow'.

*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 exceptionally strong leadership qualities of the headteacher are ensuring that all leaders play an important role in driving forward the ambitions of the school. In particular, best use is being made of the different levels of expertise. The close-knit staff and members of the governing body regularly review the effectiveness of the school's work. For example, taking the previous inspection report, they worked together to see how well the school had moved forward since then and how much more still needed developing. This review was highly analytical and led to a comprehensive school improvement plan which focused on the most important areas that would lead to improving pupils' achievement. It particularly and correctly

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highlighted the need to make significant changes to the teaching, leadership and facilities within the Early Years Foundation Stage. There is clear evidence of improvement in the quality of this provision and signs that the progress for these children is improving. Evaluation of assessment data is linked to the performance management of teachers although, in this relatively small school, much of this relies heavily on the headteacher. Nevertheless, it does make sure that there is no evidence of any discrimination and, as far as possible, that no pupil is disadvantaged. Safeguarding procedures are thorough and robust, demonstrated, for instance, by the exemplary child protection procedures and by prominent displays of pupils’ allergies in the cooking area. Pupils, parents and carers correctly note how well the school involves and supports them should there be any individual family issues or problems. The school’s international award and work within the local area bears testament to the good provision for community cohesion. After a thorough audit the school is rightly working on making more links with schools, both nationally and internationally. Careful attention is being paid to ensuring these links are not tokenistic but are made meaningful for the pupils.

The very high level of expertise, support and challenge provided by members of the governing body is a key part of the strategic leadership and management. Through their active day-to-day participation in the school’s work and a streamlining of the committee structure they have gained a very realistic understanding of what improvements are needed and how to tackle the changes.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</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>1</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</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>1</b>

## Early Years Foundation Stage

Children start school keen and eager to learn. They have a varied range of abilities on entry but settle quickly to the routines within the classroom. Although still early in

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the term, all children are able to play happily and sensibly together. Some are relatively immature but, through good classroom management, are learning to share and take turns. Staff take great care to ensure that there is a partnership between the home and school. This is highly valued by parents and carers.

The shared leadership and management of the Early Years Foundation Stage are good. Teaching has improved through rigorous adaptation of the planning and better opportunities to combine play and direct teaching. In one lesson, the children divided their time between learning sounds and then using these new skills to write using chalk, sand, water or modelling materials. The children became actively and enthusiastically engaged in what they were doing. They talked excitedly between themselves and, with good interventions by the teacher and teaching assistant, kept a good focus on learning. Although these activities were moving learning on, there was no real connection between the formal learning and play activities that would have given more purpose and realism. The quality of the outside area, resources and activities have improved significantly and there is a good free flow between this and the inside areas. Comprehensive notes and assessments have been collected and are used to inform future planning. All these improvements are ensuring there is good provision but, as much is quite recent, the full impact has yet to be seen in the sustained good progress of children.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
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

Parents and carers are very highly supportive of the school and the many opportunities that their children are offered. All say their children enjoy school, are kept safe and healthy and are prepared well for their future lives. There are no significant concerns raised by parents and carers and very few criticisms of what the school offers. This generally mirrors the findings of the inspection.



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

Ofsted invited all the registered parents and carers of pupils registered at Eastergate C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 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	44	69	20	31	0	0	0	0
The school keeps my child safe	51	80	13	20	0	0	0	0
The school informs me about my child’s progress	38	59	22	34	2	3	0	0
My child is making enough progress at this school	30	47	31	48	1	2	0	0
The teaching is good at this school	37	58	26	41	0	0	0	0
The school helps me to support my child’s learning	38	59	22	34	3	5	1	2
The school helps my child to have a healthy lifestyle	46	72	18	28	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)	44	69	18	28	0	0	0	0
The school meets my child’s particular needs	38	59	23	36	2	3	0	0
The school deals effectively with unacceptable behaviour	38	59	22	34	2	3	0	0
The school takes account of my suggestions and concerns	34	53	23	36	5	8	0	0
The school is led and managed effectively	50	78	10	16	3	5	0	0
Overall, I am happy with my child’s experience at this school	49	77	13	20	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.**



29 September 2011

Dear Pupils

### **Inspection of Eastergate C of E Primary School, Eastergate PO20 3UT**

Thank you for making us so welcome during our recent visit. We very much enjoyed talking to so many of you and seeing the wide range of work you cover. I particularly enjoyed hearing about how much you enjoy all that is on offer. You will not be surprised to hear that yours is a good school but that there are also a number of outstanding things. I have listed the main findings from our report below.

- You told us how well you know how to stay safe, fit and healthy. We agree and feel this is an area in which your understanding is excellent.
- You behave exceptionally well. We saw this in lessons, during break time and in the assembly. Do please keep this up. This along with the high levels of attendance is helping develop your very good attitudes to learning.
- You also told us how well you are looked after. This is another thing that we have said is outstanding.
- You all work extremely hard to try and help those within your community. Keep this up and try and suggest ways in which you could do even more.
- You are taught well and make good progress.
- Your headteacher and her staff, along with the governing body, know what to do to make things even better. We have suggested some things that will help this process. This is to make sure that the youngest children make just as much progress as the rest of you.

Keep up the hard work and keep suggesting ways to help make your school as good as it possibly can be. Good luck for the future.

Yours sincerely

David Collard  
Lead inspector

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