

# Arunside School, Horsham

## Inspection report

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<b>Unique Reference Number</b>	125883
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	381146
<b>Inspection dates</b>	7–8 November 2011
<b>Reporting inspector</b>	Eileen Chadwick

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	158
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diana Searle
<b>Headteacher</b>	Carol Slight
<b>Date of previous school inspection</b>	11 December 2008
<b>School address</b>	Blackbridge Lane Horsham West Sussex RH12 1RR
<b>Telephone number</b>	01403 263919
<b>Fax number</b>	01403 242943
<b>Email address</b>	office@arunside.w-sussex.sch.uk

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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by three additional inspectors. Eighteen lessons were visited and eight teachers were observed. Inspectors held meetings with pupils, staff with key responsibilities and representatives of the governing body. Inspectors observed the school's work and evaluated documentation such as policies, the school improvement plan, pupils' work and records of their learning and progress. Inspectors analysed 34 completed questionnaires from parents and carers, 21 from members of staff and 81 completed by pupils in Key Stage 2.

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

- Children's attainment on entry to the Early Years Foundation Stage and how well children progress in Reception.
- How consistently pupils develop their reading, writing and mathematics skills across the school.
- Pupils' attainment at the end of Year 6, including that of the current Year 6, and the impact of teaching and learning on raising attainment.
- Whether teaching and the curriculum consistently meet the learning needs of different groups of pupils.
- How effectively leaders at all levels evaluate the quality of the school's work and use this information to raise achievement.

## Information about the school

This primary school is below average in size. While most pupils are White British, an above average proportion are from minority ethnic backgrounds and speak English as an additional language. These pupils come from a wide range of minority backgrounds, although most are of Indian or Eastern European heritages. The percentage of pupils known to be eligible for free school meals is average. The proportion with special educational needs and/or disabilities is above average. The majority of these pupils have speech, language, literacy, numeracy and/or emotional and behavioural difficulties. An average proportion has a statement of special educational needs. The number of pupils who either join or leave the school other than at the normal times is above average. The school holds a number of awards including Activemark, the Eco-Schools award and National Healthy Schools Status. Daily breakfast and after-school clubs are held on the school's site, although these are privately managed and were not included in this inspection.

**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

Arunside is a satisfactory and improving school. Pupils' levels of attainment have risen over the last three years. Attendance has improved and is now above average. A stimulating curriculum and good care, support and guidance help to promote pupils' excellent spiritual, moral, social and cultural development and good behaviour. Many aspects of pupils' personal development are good and are supported by strong partnerships with parents, carers and the community. Pupils make an excellent contribution to their community and are kept and feel very safe.

Pupils' attainment at the end of Year 6 is broadly average in both English and mathematics. However, fewer reach average levels in English than do so in mathematics and fewer reach higher levels in mathematics than should. Pupils write fluently for a range of purposes using imaginative vocabulary. However, the relatively weaker spelling and punctuation of lower- and average-attaining pupils prevent writing attainment rising more quickly. Pupils' problem-solving skills in mathematics are not as well developed as other aspects of mathematics.

Children make good progress in Reception and in Years 2 and 6 as a result of good teaching, but progress in other years is only satisfactory. Throughout the school, pupils make good progress in information and communication technology (ICT). Those with special educational needs and/or disabilities and pupils from different minority ethnic groups make progress in line with their peers.

The quality of teaching is satisfactory but variable. Teachers manage pupils well but, at times, make insufficient use of assessment information in their planning. Then the challenge for more-capable pupils diminishes, or work is too hard for lower attainers, preventing these groups from making consistently the progress they should. School leaders have taken decisive action to improve the teaching of reading but this has not yet had a significant impact and pupils do not always apply phonic skills (knowledge of the sounds that letters make) properly.

Leadership and management and the school's capacity for sustained improvement are satisfactory. The headteacher provides clear leadership and everyone shares her high ambitions to raise achievement. Satisfactory self-evaluation enables the school to identify areas for improving pupils' achievement accurately. This has led to better attainment, attendance, and outcomes in the Early Years Foundation Stage since the previous inspection. However, school leaders do not always systematically evaluate the impact of initiatives to judge their effectiveness. Pupils' progress is carefully

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assessed but tracking systems do not enable leaders and staff to evaluate readily attainment and progress across the whole school. Subject leaders' roles have been recently revised but they are not yet monitoring their areas independently. The members of the governing body are dedicated and fully involved in changes being made but do not monitor the success of changes independently enough.

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?

- Significantly raise pupils' achievement by December 2012 by:
  - increasing the proportions attaining higher levels in mathematics and average levels in reading and writing
  - accelerating pupils' progress in Year 1, especially in reading, and enabling pupils to apply their phonic skills consistently to their reading and writing
  - improving pupils' problem-solving skills in mathematics and their spelling and punctuation.
- Improve the quality of teaching to at least good overall by July 2012 by:
  - making better use of assessment to ensure that pupils' work is consistently matched to their abilities
  - providing phonics and mathematical problem-solving training for teachers
  - strengthening the direct teaching of reading in literacy lessons.
- Ensure all those with leadership responsibilities play a full part in monitoring and evaluating the impact of initiatives on provision by:
  - establishing more effective assessment tracking and including clear attainment targets and named personnel in the school improvement plan
  - developing the role of middle managers so they play a full part in observing teaching, and monitoring and improving achievement
  - strengthening the governing body's evaluation of data.

## Outcomes for individuals and groups of pupils

3

Pupils' starting points on entry are lower than seen in most schools, especially in communication, language and literacy. Throughout the school, lessons are interesting and there are excellent relationships so that pupils come to enjoy learning. The quality of learning observed in lessons and gleaned from tracking data and pupils' work was satisfactory overall. Accelerated progress in Year 2 enables pupils to make up ground lost at the start of Year 1 where they are not always able to build on their basic skills. In a good literacy lesson in Year 2, pupils made strong

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links between reading and writing, and their drama, inspired by *Katie Morag and the Two Grandmothers*, brought the story alive. Well-matched reading activities during group work enabled pupils to apply their phonics skills for reading 'wow' words before proceeding successfully to write their own 'wow' words. However, there is not enough of this good learning across the school. Hence, pupils learn well in mathematics in Year 6 but in other classes in Key Stage 2 the pace of their learning slows in the face of insufficient challenge, especially for higher-attaining pupils.

Extra help accelerates the progress of lower-attaining pupils, including those with special educational needs and/or disabilities and pupils learning English as an additional language, but, as the level of the work is not consistently matched to their needs in lessons in literacy and numeracy, their progress sometimes slows. Pupils with emotional and behavioural difficulties are helped well and incidents of poor behaviour are very rare. Later entrants are helped to quickly adjust to the school and their progress and learning are similar to their peers.

Pupils are very polite and their behaviour is often excellent during play and around the school. Older pupils set excellent examples for younger ones. Pupils' sense of wonder is stimulated extremely well through literature, music, history, art and ICT, as well as during assemblies. Pupils' different cultures are celebrated and the school ensures pupils develop their understanding of different faiths very well. Their understanding of other communities in Britain is good and pupils are developing a good awareness of the global community, for example through very close links with schools in Africa and France. Pupils play an extremely positive role within their community, for example through the school council, fundraising and charity work, as well as helping to solve local issues such as road safety. The successful eco-council has contributed to Arunside receiving an eco-schools award. Pupils know how to keep themselves safe. They are aware of good eating habits and a large number are involved in extra-curricular sporting activities; these features reflect the school's Activemark and National Healthy Schools Status. The extent to which pupils develop and apply their basic skills, and their good attendance, prepare them soundly for their future life and learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</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

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<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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers' good use of practical resources and ICT engages pupils' interest. In the best lessons, teachers use a mix of approaches to encourage the pupils to learn through listening, watching and investigation. However, the variability of teachers' knowledge of phonics and mathematics is having a negative impact on teaching overall. The school acknowledges there is more to be done to ensure that work in lessons is consistently matched to pupils' capabilities. Informative marking supports learning well and pupils' ability to review their own work is developing securely. In a Year 4 literacy lesson, good teaching ensured pupils were very clear about their purposes when reviewing their peers' imaginative writing about dragons. Good teamwork helped pupils to learn from each other.

The broad curriculum stimulates cross-curricular learning and supports pupils' personal development, language and thinking skills, including creativity, particularly well. There are many examples of good quality practical work and visits underpinning pupils' academic learning. For example, a day devoted to playing out life during the Second World War included a visit from Dame Vera Lynn, music from this period and 'ration food', and provided a good base for history and literacy. Strong links with the community and with other schools enrich pupils' learning experiences, especially in ICT, where there is a very strong relationship with a secondary school.

Parents, carers and pupils agree that pupils are well cared for. Good induction arrangements help ease the transition from one stage of education to the next. Adults provide strong support for pupils' social and emotional development. The school works very well with outside professionals in order to support pupils whose circumstances may make them vulnerable and help them to adapt to school. Rigorous procedures and strengthened partnerships with parents and carers have led to an improvement in attendance rates. Also, parents and carers are now much more involved in helping their children with reading at home.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3

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<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>2</b>

## How effective are leadership and management?

The headteacher has restructured the senior team and reallocated key areas of responsibility to make staff more accountable for evaluating and monitoring pupils' progress as they move through the school. The new leadership structure is well thought through, although several subject leaders are new to their roles and still receiving training. Senior leaders and subject leaders are motivated to initiate change. The impact of teaching on pupils' learning is regularly checked, but initiatives such as guided reading and phonics have not yet been thoroughly evaluated by observations of teaching across the whole school. The school improvement plan is sound but does not include enough attainment targets, and responsible personnel, including governors, are not identified. Governors use their wide range of expertise for the benefit of the school. However, they acknowledge that they have been too inclined to listen to the school's view of itself rather than examining attainment and progress data in more depth for themselves.

Systems for safeguarding and risk assessment are good and firmly established in policies, working practices and the school ethos. This is affirmed by the high degree of endorsement from parents and carers in the questionnaires returned. There is no evidence of discrimination and the school strives with much success to eliminate this. The relative progress of different groups of pupils, while variable as they move through the school, reveals that equality of opportunity is satisfactory. Community cohesion is developed at all levels. The school celebrates the diversity of its community and has strong links further afield, for example with schools in Africa and Europe, and in this country.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</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>



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

**3**

## Early Years Foundation Stage

Children make good progress in all areas of learning. More-able children are quickly identified and provided with more challenging work, for example in phonics and reading. Very positive relationships ensure children feel safe and secure. A strong focus on developing their language and personal skills enables all children to make a good start, including those who enter with communication and personal skills much lower than expected or at early stages of learning English. Teaching and learning are good. There is a systematic programme for children to learn early phonics and to develop their writing and mathematical skills. The staff work as a close team and ensure there is a good balance between activities directed by the adults and those chosen by the children. Indoor and outdoor provision encourages stimulating, purposeful play activities, for example for problem solving, reasoning and numeracy. Short topics around events such as Halloween are used to widen children's knowledge and understanding, for example when naming parts of model skeletons. Creative development is given a high focus through role play, painting and model making as well as through imaginative play involving small-world people and model scenes from bonfire night. Planning is good. The assessment of individuals is thorough and carefully analysed to check the impact of provision on children's progress. The school is currently developing an electronic tracking system to enable a more robust self-evaluation of the impact of provision on the progress of different groups by school leaders and staff.

*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:	
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 response rate to the Ofsted questionnaire was below average. A very large majority of the parents and carers who returned the questionnaires said that they are very happy with their children's experience at school and that their children enjoy coming to school. Inspectors endorse their views that the school keeps their children safe, listens to their concerns and that children are happy and are developing good attitudes to learning. A few parents and carers expressed concern that pupils do not always behave well enough. During this inspection, the inspection team found that pupils' behaviour is good and well managed.

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

Ofsted invited all the registered parents and carers of pupils registered at Arunside 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 34 completed questionnaires by the end of the on-site inspection. In total, there are 158 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	79	7	21	0	0	0	0
The school keeps my child safe	23	68	11	32	0	0	0	0
The school informs me about my child's progress	17	50	16	47	1	3	0	0
My child is making enough progress at this school	18	53	14	41	1	3	0	0
The teaching is good at this school	21	62	13	38	0	0	0	0
The school helps me to support my child's learning	19	56	14	41	1	3	0	0
The school helps my child to have a healthy lifestyle	20	59	14	41	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)	24	71	9	26	0	0	0	0
The school meets my child's particular needs	18	53	13	38	2	6	0	0
The school deals effectively with unacceptable behaviour	14	41	17	50	2	6	0	0
The school takes account of my suggestions and concerns	17	50	14	41	2	6	0	0
The school is led and managed effectively	21	62	13	38	0	0	0	0
Overall, I am happy with my child's experience at this school	22	65	11	32	1	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.**



9 November 2011

Dear Pupils

### **Inspection of Arunside School, Horsham RH12 1RR**

Thank you very much for welcoming us to your school. We enjoyed talking to you and your teachers. This letter is to tell you what we found out about your school.

The school provides you with a satisfactory and improving education. Here are some of the things you and your school do well.

- You enjoy school and this shows in your good attendance.
- Those of you in Reception make a good start to your education.
- You behave well and are extremely helpful.
- You have good learning opportunities in ICT and music, and through visits, visitors and clubs.
- You understand how important it is to keep fit and healthy, and know you should not eat too many cakes and sweets.
- We agree that staff take very good care of you and keep you safe.

We are asking your school to:

- make sure that those of you who are capable of reaching higher levels in mathematics do so, and help all of you to improve your spelling and punctuation
- make all lessons as good as the best ones so that the work is at just the right level and never too easy for you
- ensure school leaders, teachers in charge of subjects and members of the governing body keep a closer check on how well you are doing.

We hope you will continue to enjoy school. All of you can help by working hard at improving your spelling and punctuation. Well done for doing so much for the community. Please keep this up!

Yours sincerely

Eileen Chadwick  
Lead inspector

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