

Ferring CofE Primary School

Inspection report

Unique Reference Number	125982
Local Authority	West Sussex
Inspection number	381163
Inspection dates	1–2 December 2011
Reporting inspector	Robin Gaff

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Sue Pratt
Headteacher	Gill Silk
Date of previous school inspection	29–30 January 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, observing all seven teachers present in the school during the inspection, and examined samples of pupils' work. They held meetings with groups of pupils, as well as with staff, members of the governing body, and with parents and carers. The inspectors looked at planning and evaluation documents and scrutinised the school's own analysis of pupils' attainment and progress. A total of 65 questionnaires completed by parents and carers were received and analysed, as well as questionnaires completed by pupils and staff.

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

- The extent to which the school is succeeding in raising the achievement of those pupils who may be underperforming, particularly in mathematics.
- The school's success in ensuring that teaching and the curriculum lead to consistently good achievement for pupils of all abilities, and in all subject areas.
- The role of leaders at all levels in addressing all aspects of underperformance.
- The extent of the school's success in improving its promotion of all aspects of community cohesion.

Information about the school

Ferring is an average-sized primary school. Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is much lower than that found nationally. None of these pupils is at an early stage of learning English. The proportion of pupils who have special educational needs and/or disabilities, including those who have a statement of special educational needs, is below the national average. These pupils have a variety of additional needs. The proportion of pupils known to be eligible for free school meals is well below the national average. There have been several changes of staff since the last inspection. The school has gained a number of nationally recognised awards, including Healthy Schools, International Schools and Dyslexia Awareness. A playgroup, which is managed by a private contractor, operates on the same site. This is subject to separate inspection arrangements.

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

Ferring is a good and rapidly improving school. School leaders have used the last inspection report as a springboard for improvement. They have successfully addressed all the issues which it raised and built upon the strengths it identified. Above all, they have ensured that the quality of teaching across the school is now consistently good. As a result, pupils make good progress and achieve well across a range of different subjects. Their overall attainment by the time they leave the school is broadly average. It is rising quickly because leaders have accurately identified and remedied the weaknesses in mathematics teaching which caused pupils to perform less well in this subject during the last academic year.

Children make an excellent start to school life in the Reception class. Pupils throughout the school are known and valued as individuals, and the school's systems for ensuring that they are kept safe, cared for, and supported are outstanding. Pupils thoroughly enjoy their time in school. They feel extremely safe there, and make an excellent contribution to the school and the wider community, by, for example, taking on many different positions of responsibility, and by raising money for charity. Pupils from different backgrounds and with varied abilities relate extremely well to one another and to the adults in the school, and gain an excellent understanding and appreciation of their own and others' faiths, traditions and cultures.

Teachers plan a good range of activities in their lessons and ensure that they match pupils' interests and abilities. Most lessons proceed at a good pace, although occasionally teachers spend too long explaining tasks before allowing pupils to begin to work independently. Pupils who have special educational needs and/or disabilities are well supported both by teachers and by teaching assistants, so that they are fully included in lessons and make as much progress as their classmates. The curriculum gives pupils plenty of opportunities to make productive links between subjects, and is enhanced by a good range of enrichment events and extra-curricular activities. The school provides an attractive and welcoming environment for learning. Staff work closely with parents and carers, as well as with many outside agencies, to support pupils, including those who face challenging circumstances, in order to ensure that they can make the best of the opportunities which the school provides. Several parents and carers commented on how quickly their children had settled into the school, and how it had helped them to thrive.

The school has emerged successfully from a period of some turbulence, during which there have been a number of changes in the teaching staff as well as in the

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leadership team. Senior leaders have succeeded in ensuring that staff are united in sharing their high ambition to improve pupils' achievement still further, and that morale is high. Middle leaders, several of whom are new to their posts, are knowledgeable and enthusiastic about their roles. They have not yet had time to make a full impact in terms of improving the quality of teaching by using their findings from lesson observations to share and disseminate best practice. The headteacher and the governing body have accurately evaluated the quality of provision. They carefully monitor all aspects of the school's performance, as well as pupils' achievement, and the school has developed effective systems for ensuring any pupils who are at risk of underachieving receive the additional support they need. Together with leaders' success in addressing weaknesses and improving the quality of education which the school provides, this demonstrates that its capacity for further improvement is good.

What does the school need to do to improve further?

- By July 2013, ensure that pupils' attainment in both English and mathematics is consistently above average by increasing the proportion of outstanding teaching throughout the school.
- Ensure that all teachers conduct their lessons at a sufficiently challenging pace.
- Ensure that leaders at all levels monitor closely and contribute to improving the quality of teaching, by sharing more widely examples of good and outstanding practice.

Outcomes for individuals and groups of pupils**2**

Pupils' skill levels when they join the school have varied in the past but have risen in recent years and are now similar to those expected for their age. Their attainment in English and mathematics by the time they leave, as represented by the results of national tests taken at the end of Year 6, has also shown some variation, but has been broadly average. However, reliable school data and inspectors' observations and their scrutiny of pupils' work confirm that levels of attainment throughout the school are rising quickly, and that pupils of all abilities, including those who have special needs and/or disabilities, are making good progress. Pupils are keen to learn in lessons, and to participate in the range of activities which teachers give them to do. For example, in an English lesson, pupils enjoyed re-enacting an episode from the life of Christopher Columbus. They developed their self-confidence and presentation skills, and made good progress in learning how to describe different emotions by evaluating one another's performances against strict criteria. They know their targets, and what they need to do to reach them. Pupils are attentive to their teachers, and their good behaviour contributes positively to their learning and progress. They develop good skills in a range of areas, such as art and music, and in the use of information and communication technology, which they put to good effect, for example in researching the topics they are studying. Pupils made good progress in developing their creative skills, as well as their knowledge of history, in an art

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lesson where they made images based on the work of William Morris, as part of their 'Victorians' topic.

Pupils behave well in assemblies and around the school, and play sensibly and extremely safely together in the playground, for example when playing traditional games such as 'Crocodile, crocodile'. They understand how to use, and how to avoid the dangers posed by, the internet. They have very few concerns about bullying because they know that adults, as well as other pupils, will help them to stop any disagreements from escalating. Pupils participate enthusiastically, and in large numbers, in sporting and other physical activities, and enjoy eating the vegetables they grow. Their excellent understanding of the importance of healthy lifestyles is confirmed by the Healthy Schools award. Pupils benefit from many opportunities to contribute to the school, for example as peer mediators, or as members of the 'news team', which produces regular newsletters about school and local events. They help to organise and take part in events for elderly residents, and raise considerable amounts of money for local, national and international charities. Pupils' consistently high levels of attendance and their increasingly good grasp of basic skills, as well their leadership, group working and problem-solving abilities, ensure that they are well prepared for secondary education and for future employment. Their spiritual, moral, social and cultural development is outstanding. Pupils relate extremely well to one another, have a very strong sense of fair play, and come up with interesting and sophisticated responses to the 'big questions' of life, death and the universe. Pupils gain an excellent understanding of different faiths and traditions, and of ways of life elsewhere in the United Kingdom and the wider world. They benefit strongly from links with pupils in different communities in this country, as well as with schools in the different countries after which every class is named. The school's International Schools award reflects its strength in this area.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will	2

¹ 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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contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers are enthusiastic and succeed in communicating their enthusiasm to pupils so that they are engaged by what they are learning. They regularly and carefully assess pupils' performance and use these assessments to plan lesson activities that match pupils' abilities as well as their interests. For example, in a mathematics lesson, pupils with a wide range of abilities all made good progress in learning how to estimate and to calculate large numbers. This was because the teacher had given different groups tasks which she had carefully modified so that they provided each one with an appropriate level of challenge. Occasionally, teachers talk for too long to the whole class before enabling pupils to work on their own or in groups. For example, in an English lesson, the teacher gave pupils more examples than they needed to understand what they were being asked to do, which slowed the pace of learning. Teachers check pupils' understanding at regular intervals during lessons, and give them good opportunities to learn by assessing their own and each other's work. They mark pupils' written work thoroughly, and include sufficiently detailed comments to ensure that pupils know how well they are doing and what to do to improve their work.

The curriculum is adapted well to meet the needs of groups and individuals, including those identified as being gifted and talented as well as those who are at risk of underachieving, by providing out-of-school mathematics and English clubs for the former, and booster classes and one-to-one support for the latter. Pupils develop their communication and mathematical skills well through the links they make with different subjects, by, for example, discussing and presenting in various forms the experiments they had carried out on the properties of different materials. The school cooperates extremely well with local secondary schools to enrich the curriculum, for example in enabling pupils to make a good start to learning French, and to take part in a wide range of sporting and other physical activities. A good range of well-attended extra-curricular activities, as well as a varied programme of topic-related events, visits and visitors, make a positive contribution to pupils' learning and development.

The school has highly effective systems for caring for and supporting its pupils, including those who have special educational needs and/or disabilities, or whose circumstances make them vulnerable. All the staff work closely together with parents and carers, and with a range of external bodies and professionals, to ensure that pupils, for example those who are dyslexic, receive the specialist support they need. The school works extremely effectively with the families of those pupils whose attendance causes concern in order to minimise persistent absenteeism. Pupils settle in very quickly when they join the school because of the school's well-established

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links with the on-site playgroup, as well as with other early years providers. Pupils are helped to make very smooth transitions from one year group to another within the school, and to a variety of local secondary schools.

These are the grades for the quality of provision

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

How effective are leadership and management?

Working closely with her deputy and the governing body, the headteacher has acted firmly and decisively to improve the quality of teaching. School leaders at all levels are passionate about improving the achievement of pupils of all abilities. Leaders rigorously and accurately monitor pupils' progress and intervene promptly if they identify any potential underachievement. Teachers are keen to improve their own practice and to share ideas with one another. The governing body is fully involved in school life, and holds leaders firmly to account for all aspects of the school's performance. Members put their expertise in a range of areas to good effect. They have improved the school's arrangements for safeguarding pupils, so that these are now exemplary, for example in terms of the awareness and understanding of all staff of child protection issues. The school has established a wide range of partnerships with local secondary schools as well as with health and social care organisations and professionals, which enhance the curriculum and promote pupils' personal development and well-being extremely effectively. Leaders have demonstrated their successful commitment to promoting equality of opportunity by ensuring that all groups of pupils achieve equally well. There is no evidence of any discrimination. The school's promotion of community cohesion has improved considerably since its last inspection, and is now outstanding. The school itself is a happy and cohesive community, and leaders have established strong links with many local organisations, and with schools and communities in very different parts of the United Kingdom and in the wider world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The school has responded extremely well to the issues identified in the previous inspection and has considerably improved provision for children in the Early Years Foundation Stage. Children now make excellent progress in all aspects of their learning and development because the school provides them with a welcoming, well-ordered and stimulating environment. They benefit from dedicated and knowledgeable staff who make extremely good use of the rich and varied resources, both indoors and outdoors, which the school now provides. Children develop high levels of independence because staff give them an excellent choice of activities and materials with which they can experiment. They learn to keep themselves and each other safe, and to play happily and cooperatively together. Children make a very good start in learning to match letters to sounds, and to write. They talk confidently to visitors about what they are doing, as when one girl proudly pointed out the initial letters of her own and her friend’s name which she had written.

Staff make excellent use of the information they gain from their own observations and assessment of children’s learning, as well as from parents and carers, to plan an extremely wide range of activities that develop and extend children’s skills. They successfully engage children’s attention and interest in whole-class activities, and establish clear and well-understood routines, so that children behave extremely well with very little prompting from adults. Leaders show an excellent understanding of the requirements of the Early Years Foundation Stage. They have extensively refurbished the outdoor area so that it now gives excellent opportunities for learning and play. Staff ensure that parents and carers are kept extremely well informed about their children’s development and are able to support their learning very well at home.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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Views of parents and carers

The proportion of parents and carers who returned completed questionnaires was broadly average. A large majority of the responses were positive. The overwhelming majority of parents and carers agree that their children enjoy school and that it keeps them safe. Inspectors' judgements support the views of parents and carers in this and in other respects. A very small minority of parents and carers do not agree that the school deals effectively with poor behaviour, and a few are not convinced that their children are making enough progress. Inspectors found that the school has strong and effective systems for encouraging pupils to behave well, and that pupils make good progress. A small number of parents and carers expressed concerns about specific issues. These were summarised and discussed with school leaders, without any individuals being identified.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ferring CofE 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	83	11	17	0	0	0	0
The school keeps my child safe	50	77	14	22	0	0	1	2
The school informs me about my child’s progress	33	51	27	42	5	8	0	0
My child is making enough progress at this school	26	40	30	46	7	11	0	0
The teaching is good at this school	29	45	31	48	4	6	0	0
The school helps me to support my child’s learning	27	42	35	54	2	3	1	2
The school helps my child to have a healthy lifestyle	29	45	32	49	4	6	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)	29	45	32	49	0	0	1	2
The school meets my child’s particular needs	26	40	34	52	4	6	0	0
The school deals effectively with unacceptable behaviour	25	38	29	45	7	11	1	2
The school takes account of my suggestions and concerns	24	37	33	51	1	2	2	3
The school is led and managed effectively	30	46	29	45	3	5	2	3
Overall, I am happy with my child’s experience at this school	42	65	19	29	1	2	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	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 8 April 2011 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 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"> ■ 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.



5 December 2011

Dear Pupils

Inspection of Ferring CofE Primary School, Worthing BN12 5DU

Thank you for the warm welcome and the help you gave the inspectors when we visited your school recently. We all very much enjoyed meeting you and listening to what you had to say.

Ferring is a good school. You say you enjoy your time there a lot, and feel extremely safe. You are not at all worried about bullying because adults and other pupils help you to settle any disagreements quickly. You behave well in lessons and around the school, and you show that you really understand the importance of a healthy lifestyle by taking part in lots of sporting activities and eating the vegetables you have grown. You make an excellent contribution to the school and the wider community by helping one another in many different ways, and by raising lots of money for the charities you have chosen to support – well done! You understand the difference between right and wrong, and can discuss life's big questions. You learn a great deal about different ways of life in this country and around the world from the links you have with children in other schools. You work really hard in lessons and you make good progress in reaching the levels expected of you. Teachers give you a good range of things to do in lessons. You enjoy taking part in special events and visits, and in out-of-school activities. Adults help you to settle in very quickly when you start school and to prepare well for secondary school when you leave. They look after you extremely well and make sure you are safe.

The headteacher, all the staff and the governing body are working hard to make the school even better. To help them do this, we have asked them to make sure that teachers always help you to learn quickly enough, and that senior staff help the teachers to make their lessons as good as they can be. You can help by carrying on working as hard as you can.

We wish you all the very best for the future.

Yours sincerely

Robin Gaff
Lead inspector

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