

# Petworth Church of England Primary School

## Inspection report

---

<b>Unique reference number</b>	125990
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	395471
<b>Inspection dates</b>	5–6 July 2012
<b>Lead inspector</b>	Robin Gaff

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

---

<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>	133
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sara Bennie
<b>Headteacher</b>	Gilllian Standing
<b>Date of previous school inspection</b>	11 June 2008
<b>School address</b>	South Grove Petworth West Sussex GU28 0EE
<b>Telephone number</b>	01798 342369
<b>Fax number</b>	01798 343228
<b>Email address</b>	office@petworth.w-sussex.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	5–6 July 2012
<b>Inspection number</b>	395471



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Robin Gaff

Additional inspector

This inspection was carried out with two days' notice. The inspector watched nine part lessons, taught by all seven teachers present in the school during the inspection. He also made a number of shorter visits to classrooms in order to observe groups of pupils at work and to listen to them read. The inspector talked to pupils and looked at their work; he also held meetings with groups of pupils, school leaders, representatives of the governing body, and parents and carers. The inspector reviewed documents provided by the school, including safeguarding and attendance records, monitoring files and planning documents. He also considered questionnaire responses from pupils and staff, as well as 37 completed questionnaires returned by parents and carers.

## Information about the school

This is a much smaller than average primary school. Children in the Early Years Foundation Stage are currently taught in one Reception class. Most pupils are of White British heritage. The proportion of disabled pupils and those who have special educational needs supported by school action plus, or with a statement of special educational needs, is above the national average. The proportion of pupils known to be eligible for free school meals is well-below average. The proportion of pupils who join or leave the school at other than the normal times for transfer is above the national average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Following local reorganisation, the school included a class for pupils in Year 6 for the first time in September 2009. It now occupies part of the premises of the former middle school on the same site. There have been several significant changes in staff since the last inspection, including at senior level. The current headteacher served as the acting headteacher for a year before being appointed to the substantive post in September 2010. The school gained the Artsmark Gold award in 2012. A children's centre, nursery and before- and after-school clubs, all of which are managed by outside bodies, operate on premises adjacent to the school. These providers are 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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school where pupils achieve well, because they are well taught and because leaders have developed the curriculum well to meet their needs. It is not outstanding because the proportion of outstanding teaching is not yet high enough to ensure that pupils make rapid and sustained progress, especially in writing.
- Pupils' progress is good overall because teaching enables pupils to build effectively on their prior learning. Attainment by the end of Year 6 is broadly average. Disabled pupils and those who have special educational needs achieve at least as well as their peers because the support and teaching they receive are well tailored to their individual abilities.
- Teachers have good subject knowledge and adapt activities well to ensure that pupils make good progress. Marking provides good guidance but pupils are not always given opportunities to respond to feedback. In a few lessons, teachers do not always ensure that activities are interesting enough to engage all pupils fully throughout the lesson.
- Pupils' highly positive attitudes contribute well to their learning, and their behaviour is good. They feel very safe, because they are not unduly concerned about bullying and know where to seek help, should it occur. They gain an excellent understanding of different ways of life because of the strong links between their own and other schools in the United Kingdom and abroad.
- Leaders and managers have ensured that the school has made a successful transition in catering for a wider range of ages, and in overcoming the potential instability caused by staff turnover. The leadership of teaching and the management of performance, including provision for teachers' professional development, are effective. Leaders have accurately identified the school's strengths and weaknesses, and have acted decisively to build on the former and correct the latter.

**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

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

- By July 2013, accelerate pupils' progress, particularly in writing, by ensuring that all teachers:
  - consistently communicate high expectations in terms of pupils' use of accurate spelling and grammar
  - enable pupils to improve their understanding of what they need to do to improve their work by giving them more opportunities to respond to comments in marking
  - consistently plan activities that inspire pupils and result in high levels of engagement.

## Main report

### Achievement of pupils

All the parents and carers who returned completed questionnaires agreed that their children are making good progress, and the inspector's findings support this view. Pupils join the school in the Reception class with levels of skill that are generally below those expected for their age, especially in language and communication. By the end of Year 6, attainment in reading, writing and mathematics is broadly average, demonstrating good progress from their starting points. Pupils who join the school at other than the normal time for transfer also make good progress. Test results in 2011 showed that pupils overall had made slower progress in writing than in reading and mathematics. However, the school's reliable assessment data, together with evidence from lesson observations and scrutiny of pupils' work during the inspection, demonstrate that it is now beginning to address this relative underachievement. Children in the Early Years Foundation Stage are making very good gains in their learning and development. Pupils' attainment in reading by the end of Key Stage 1 is now above average: many pupils can read fluently and accurately, showing their obvious enjoyment. Pupils achieve well in a range of subjects, including science, music and physical education, and have produced many displays of high-quality art work.

Pupils are keen to learn, respond positively to their teachers, and work well independently, as individuals, in pairs or in groups. For example, in an Olympics-related lesson, pupils developed an excellent understanding of the contribution of a healthy diet to sporting success, and of the importance of warming up before taking part in strenuous physical activity. They worked productively in groups, some without direct supervision by the teacher, showing their very good social development. Disabled pupils and those who have special educational needs make progress which is at least on a par with that of their peers. This is because teachers provide them with tasks which are closely matched to their needs, and teaching assistants ensure that they are fully involved in classroom activities. Other groups of pupils, including boys, girls and pupils of different ability levels, progress at a similar rate.

**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

## Quality of teaching

Teachers demonstrate good knowledge of, and enthusiasm for, their subjects. They establish strong working relationships with pupils, and ensure that lessons proceed at a good pace. Lessons include a variety of activities, and tasks that are well adapted to correspond to the different abilities and age groups within classes. Teachers do not always, however, have high enough expectations in terms of pupils' use of accurate spelling and grammar, which restricts their achievement in writing. They involve teaching assistants in planning activities, so that they know and can cater for the specific learning objectives for the groups and individuals in their care, including disabled pupils and those who have special educational needs. Teachers promote pupils' spiritual, moral, social and cultural development well, for example by enabling them to work together on tasks which deepen their knowledge of their own and other cultures. The parents and carers who completed the questionnaire all agreed that their children were well taught: the inspector concurred with their views, which also reflected those of pupils.

The majority of lessons include tasks that completely capture pupils' imagination and generate enthusiasm. In a lesson on phonics (letters and the sounds they make), pupils' responses showed that the teacher had established very clear and well-understood routines for recognising, repeating and writing down groups of letters and words. They thoroughly enjoyed these activities because the teacher's systematic approach to teaching reading and writing, as well as her lively and sympathetic approach, ensured that all the pupils were completely engrossed in the lesson. Key Stage 2 pupils showed the extent to which the school's strategy of linking pupils' learning of reading and writing very closely to the topics they are studying, is improving their achievement, as they read out poems they had written which detailed the very many and varied uses of a cardboard box. However, in a minority of lessons pupils' progress slows when activities are not sufficiently interesting to ensure engagement for the whole lesson.

Teachers regularly and thoroughly assess pupils' attainment and progress and give them detailed information so that they know the next steps to take to improve their work. They do not consistently ensure, however, that pupils follow up their advice, and pupils are not always given the opportunity to respond to their comments.

## Behaviour and safety of pupils

A range of evidence, including parents', carers' and pupils' views, as well as direct observation of pupils at work and at play, confirms that pupils' behaviour and safety are typically good. A large majority of parents and carers agreed that behaviour is good, although a minority indicated that they believed that lessons could be disrupted by poor behaviour. The inspector found no evidence, including pupils' views, to show that such incidents occur other than very infrequently.

Pupils are polite, helpful and considerate to one another. They show respect to

**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

teachers and other adults, and share their opinions with them in a sensible and articulate fashion. They play safely and harmoniously at breaks and lunchtimes, and many take responsibility for helping one another to behave well, for example as 'play pals' or play-time activity leaders. In assemblies, pupils enthusiastically share their own achievements and applaud those of others. In lessons, they work purposefully and make the most of activities. Staff have helped several pupils whose behaviour can be challenging to overcome considerable barriers to their learning and development.

Pupils say they feel very safe in school. They understand about different types of bullying, such as those based on prejudice or misuse of mobile telephones. Pupils know who to approach if they have concerns, but they say, and school records confirm, that incidences of bullying are rare, and are dealt with promptly and firmly if they do occur. Most pupils, and a large majority of parents and carers, agreed that the school deals well with bullying, and the inspection evidence supported this view. Attendance is consistently above average, and all the pupils spoken to during the inspection confirmed that they thoroughly enjoyed coming to school.

### **Leadership and management**

The headteacher, her senior team, staff and members of the governing body are all strongly committed to, and have a successful track record of, improving provision and pupils' achievement. Development plans are firmly based on accurate self-evaluation. Leaders have managed the school's expansion and change of status very effectively, and have minimised potential disruption to pupils' continuity of learning caused by changes of staff. Their effective action to address weaknesses, such as pupils' slower progress in mathematics in previous years, indicates the school's capacity for further improvement. Thorough induction procedures for new staff result in their firm understanding of the school's aims and policies. Senior and middle leaders carefully monitor the quality of teaching, and provide teachers with detailed and constructive feedback. Staff work towards challenging but realistic targets, and coaching and other professional development activities help them to improve their practice.

The school has recently modified its broad and balanced curriculum in innovative and imaginative ways, although the impact of these changes is not yet fully evident in pupils' achievement. The school adapts provision well to meet the needs of disabled pupils and those who have special educational needs by providing them with specialist help and small group sessions. Themed events, trips, visits and visitors all help to enhance pupils' understanding of the links between different subjects, and successfully promote their spiritual, moral, social and cultural development. They benefit from very good opportunities to learn about different faiths and traditions, by meeting pupils from their partner school in south London, and from contacts with schools elsewhere in Europe and in Africa.

Members of the governing body have a range of relevant expertise. They are strongly involved in the life of school, and have successfully promoted links with

**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

outside bodies, such as the new children's centre. This is helping to ensure that children are well prepared to start school. They ensure that all requirements, including safeguarding, are met. Child protection arrangements, for example regularly updated staff training and the vetting of new appointments, are comprehensive and secure. The school promotes equality of opportunity well. There are no significant gaps in achievement between different groups, and no evidence of any discrimination. The school's inclusive and caring ethos, as well as its curriculum, strongly promotes the value of diversity. Parents and carers are highly supportive of the school. Most agree that the school keeps them well informed, and responds constructively to their concerns. The comment of one, who said, 'This is a great little school!' typifies their views.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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 July 2012

Dear Pupils

**Inspection of Petworth Church of England Primary School, Petworth, GU28 0EE**

Thank you very much indeed for being so welcoming and helpful to me when I visited your school recently. Many thanks, too, to those of you who filled in the questionnaire.

Petworth Church of England Primary is a good school. You say that you feel very safe there because there is very little bullying, that you know who to go to for help if you need it, and that it will be sorted out quickly if it happens. You work well together in lessons, and behave sensibly around and outside the school. You have very good opportunities to learn about different traditions from the pupils in your partner school in south London, and from links with schools abroad. I was very much impressed by the displays of your art work, especially the 'Turner' paintings.

You make good progress to reach average standards by the time you leave, and you learn skills, such as team-working, which prepare you well for the next stage of your education. You try hard in class and get on well with your teachers. Most of your lessons include interesting activities that meet your needs, but in a few lessons some of you lose concentration after a while. Occasionally, there is not enough attention paid to making sure your writing includes accurate spelling and grammar. Teachers give you good advice in their marking, but you are not always given enough chances to respond to their comments.

The headteacher, all the staff and the governing body want to make the school even better. To help them to do this, I have asked them to make sure all the teachers include activities in their lessons that keep you interested all the time, and to make sure that your use of spelling and grammar is accurate. I have also asked them to make sure that all the teachers show that they expect you to respond to their written comments.

You can help by telling your teachers what you are going to do to improve your work, and what you think would make lessons even more exciting.

I wish you all the very best for the future.

Yours sincerely

Robin Gaff  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**