

West Hoathly Church of England Primary School

North Lane, West Hoathly, East Grinstead, RH19 4QG

Inspection dates

13–14 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in reading, writing and mathematics. Reading is a particular strength as is work in art, design, and information and communication technology.
- Teachers have high expectations of pupils and increasingly plan activities that meet the needs of individuals, including disabled pupils and those who struggle, or have special educational needs.
- Exciting topics generate a great deal of enthusiasm and pay good attention to progress in basic skills. Pupils experience outstanding spiritual, moral, social and cultural experiences which enhance their personal development very well.
- Pupils enjoy school and learning. Their behaviour is exemplary. They feel safe and cared for very well. They like being part of a small school where they know everyone.
- Leaders, staff and the governing body share a strong commitment to promoting pupils' achievement and well-being. Continuous and effective focus on improving teaching has led to improved achievement since the previous inspection.
- Parents are highly supportive of the school. The school makes a strong contribution to the local community.

It is not yet an outstanding school because

- Too few pupils gain the higher levels of attainment at the end of Key Stages 1 and 2.
- Not enough of the teaching is outstanding. The teachers do not always make sure the questions they ask of individual pupils challenge them enough, to enable them to think through problems independently.

Information about this inspection

- The inspector observed five teachers and visited six lessons. In addition, a number of short visits were made to lessons. The inspector listened to pupils read.
- Discussions were held with school staff, groups of pupils, parents, a representative from the local authority and members of the governing body.
- The inspector observed the school's work and looked at a wide range of documentation including safeguarding documents, the school's checks on how well it is doing, self-evaluation and development plans. Records of pupils' current attainment and progress, attendance and punctuality were also checked.
- Parents' views were taken into account through the on-line questionnaire (Parent View), and discussions with parents during the inspection.

Inspection team

Juliet Ward, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than most primary schools.
- The pupils come from a predominately White British background.
- The proportion of pupils who speak English as an additional language is well-below average.
- The proportion of pupils supported through school action is below average and the proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for looked-after children, pupils known to be eligible for free school meals and children from service families) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has been recognised nationally through gaining the Activemark and Eco-School awards.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding by making sure that:
 - teachers use questioning to challenge pupils' thinking and involve all pupils in feeding back their thoughts, approaches used, and outcomes of their work.
- Speed up pupils' progress, particularly for more-able pupils, by:
 - making sure that the teachers set pupils individual targets which challenge them sufficiently, so all can reach their potential.

Inspection judgements

The achievement of pupils

is good

- Most pupils make consistently good progress from their starting points and attainment is above average by the time pupils reach the end of Key Stage 2. Progress is now consistently strong.
- Children make good progress in the Reception Year and this is now continued into Key Stage 1. The school's thorough tracking of the progress pupils make, together with careful scrutiny of the work in pupils' books, clearly reveals that progress is speeding up.
- Reading has developed into a particular strength because pupils are better prepared in the early stages of learning. Regular reading at home is encouraged and well-planned class sessions foster a real enjoyment of reading.
- Pupils develop secure skills in literacy, numeracy and information and communication technology because of the way these are taught through exciting topics.
- Progress and achievement have improved since the last inspection. All pupils achieve well from their varying starting points, although the more-able pupils could do better.
- Disabled pupils and those who have special educational needs achieve well. They receive carefully targeted support at an early stage of their schooling, and often make good progress.
- Effective assessment and tracking systems help staff to identify those pupils likely to fall behind. Consequently, equality of opportunity is promoted effectively because tasks meet pupils' different needs well, and gaps in learning are closed.
- The very small number of pupils known to be eligible for the pupil premium makes good progress because it is spent on providing one-to-one and small-group support, particularly in reading and writing. The pupils' average point scores have improved to match those of their peers. The school promotes equal opportunities for all groups of pupils and fosters very positive relationships.
- Pupils achieve well across a wide range of subjects. Work in art, design and information and communication technology is particularly strong.

The quality of teaching

is good

- Teaching is at least good and sometimes outstanding. Where teaching is outstanding, pupils are totally absorbed in their learning and tasks are well matched to their needs. For example, in a Key Stage 2 mathematics lesson on probability, pupils relished the chance to work in groups and set up a 'cupboard of chance' working out how likely certain experiences would be. In this lesson the more-able pupils were fully challenged, although this does not happen all the time.
- Teachers have high expectations of pupils' progress and learning is well planned so that it moves on at a good pace. Pupils have plenty of time to work at their own pace and to be actively involved. This is a significant improvement since the last inspection when pupils were given limited chances to find things out for themselves.
- Some lessons really inspire and motivate pupils. In the Reception class, children worked very happily on a range of reading activities, many independently and with friends, testing each other on their word blends. It was a very well organised and stimulating learning environment, where all reading activities were seen by children as 'great fun'.
- Teachers use accurate assessment and regular tracking to identify gaps in learning quickly so that class teaching and additional support sessions are well planned to help pupils catch up. Teaching assistants provide well-targeted support for individuals and know pupils very well indeed.
- The teaching of literacy is well planned with a good emphasis on speaking, communication, drama and role play in preparation for writing. Teachers use topics which really interest the pupils and this encourages them to write increasingly at length.
- Teachers' questioning in lessons encourages pupils to work out how they get to their answers.

However, there are times when teachers do not make sure their questions challenge pupils sufficiently.

- The best practice, for example where teachers encourage pupils to apply their mathematical skills in practical and relevant problem-solving activities, is not yet consistent across the school.
- Staff make sure children joining the Reception class settle into school happily. Positive relationships with the children and an early focus on social and emotional development and communication skills help children to learn the routines and expectations of the school quickly.
- Teachers mark pupils' work regularly and offer guidance on how to improve. Pupils are very clear about their targets and how they can achieve them. All pupils in Key Stage 2 talked about the levels they were working at and what they needed to do to reach the next level, although not all the targets set sufficiently challenge the pupils.

The behaviour and safety of pupils are outstanding

- Pupils are very enthusiastic learners and concentrate well. They learn to work at their own pace, which is a significant improvement since the last inspection. For example, if they struggle with a problem in class, their first approach is often to other pupils because they are encouraged to support each other. They co-operate very well with other pupils and adults.
- Pupils' behaviour is exemplary. They understand the importance of being part of a team and that everyone contributes to the success of the team. They fully recognise their own contribution and, at the same time, they understand the importance of listening carefully, encouraging and valuing the views of others.
- Pupils feel very safe in school and say they also know how to keep very safe outside school because of everything they have learnt. They say there is no bullying and that all staff and pupils are there to help everyone sort out any problems. Pupils know how to keep themselves safe on the internet, and understand what problems using modern technology could present for their safety.
- There are many opportunities for pupils to take on, and in some cases train for, important roles and responsibilities. When the pupils go to the church for services, the older pupils walk with the younger ones to make sure they are safe and happy. Pupils say 'this is such a caring school'. Their contributions as school guardians, buddies, lunchtime helpers and reading partners make a valuable contribution to improving the school and everyone's well-being.
- Parents are overwhelmingly positive about how well the school promotes and secures the safety and well-being of their children.
- Pupils clearly enjoy school and this is reflected in their above-average attendance and punctuality.

The leadership and management are good

- Staff, leaders and the governing body are strongly committed to, and successful in, raising pupils' achievement and improving the quality of teaching within a supportive and highly caring environment.
- Since the previous inspection, staff have achieved greater consistency in the teaching and assessment of reading, writing and mathematics. The improved assessment and tracking systems have enabled a closer focus on making sure that pupils who struggle to learn do well and catch up with their peers.
- The school's view of its effectiveness is accurate. The headteacher and senior leaders know the school's strengths and areas for improvement from checking teaching and the pupils' progress. As a result, the school improvement plan sets out the right priorities for improvement and staff undertake relevant training that meets their needs and helps to improve teaching and pupils' achievement. However, the review of the success of the plan is not always crisp enough to make sure all the leaders, including governors, are fully aware of the outcomes and impact of each initiative.

- Topics are exciting and stimulating and pupils are delighted with many learning experiences. For example, the pupils all enjoyed having a Chinese lunch together to celebrate the youngest children's topic about China. All struggled, and most succeeded, in using chop sticks successfully to eat their lunch. All lunches are cooked on the premises and the cook takes full note of the topic areas pupils will be learning.
- Parents are overwhelmingly supportive of the school's work. They raise considerable funds to support its work. The responses on the Parent View website, together with discussions with parents, confirm that parents are really pleased with the education the school gives their children.
- The support from the local authority has been well targeted to help the school raise its game and become a good school, demonstrating the school's capacity to continue to improve.
- **The governance of the school:**
 - The governing body offers a good range of expertise and is very supportive of the school and its activities. It uses targets for the headteacher and staff to hold the school securely to account for pupils' performance. Governors know about the quality of teaching and how pupils' achievement compares with all schools nationally. They know what is being done to reward good teaching and tackle any underperformance. Governors have agreed the use of pupil premium funding to provide one-to-one help and small-group work and know that this is helping the achievement gap with other pupils to close.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	126012
Local authority	West Sussex
Inspection number	406339

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	93
Appropriate authority	The governing body
Chair	Mrs Sarah George
Headteacher	Mr Adam Earle
Date of previous school inspection	4 November 2010
Telephone number	01342 810302
Fax number	01342 811098
Email address	head@westhoathly.w-sussex.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



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 and as part of the inspection.

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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2013

