

West Wittering Parochial Church of England Primary School

Pound Road, West Wittering, West Sussex, PO20 8AJ

Inspection dates 15–16 May 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Consistently good and sometimes outstanding teaching, with strengths in the teaching of reading, helps all pupils, including those who need extra help, to make good progress in reading and writing.
- Senior leaders have successfully raised expectations so that pupils are increasingly reaching higher levels of attainment in English by the time they leave the school in Year 6, and these have risen since the last inspection.
- Pupils have very positive attitudes to school. Attendance has improved since the last inspection. Senior leaders, including members of the governing body, are ambitious for the school. Staff morale is high and staff work together as a strong team towards the school's priorities.
- Pupils are polite and their behaviour is good. They feel safe and well cared for. They are particularly good at working together as 'talk partners' and are supportive of each other.
- Senior leaders check up regularly on pupils' progress and give extra help to any at risk of falling behind in their learning.
- The headteacher, assistant headteacher and the governing body have an accurate picture of the school's strengths and weaknesses. They have worked hard to successfully strengthen teaching and sustain good achievement since the last inspection, demonstrating the school's capacity to improve.

It is not yet an outstanding school because

- Teaching is not outstanding and does not promote exceptional progress.
- Occasionally, work does not match pupils' different abilities and may be too difficult for some and too easy for others.
- There are too few opportunities for pupils to use their mathematical skills in other subjects.
- Progress in mathematics is not as strong as it is in reading and writing.
- In some lessons, teachers' explanations are too long and these limit the time pupils have to work on their own.

Information about this inspection

- Inspectors observed 10 lessons or parts of lessons taught by six teachers and one assembly. All lessons were jointly observed with the headteacher.
- Activities relating to the teaching of disabled pupils and those who have special educational needs were also observed.
- Meetings were held with senior leaders, staff and members of the governing body. In addition, the lead inspector talked with one representative from the local authority.
- The lead inspector talked with pupils, listened to them read and observed pupils at play during break and lunch times.
- The lead inspector observed the school's work, and looked at a number of documents, including the school's information on pupils' progress for the current school year and previous three years, pupils' work and notes of visits made by the school adviser. The inspector also looked at self-evaluation and school improvement documentation, planning, assessment information, documentation on the management of teachers' performance and school policies and records relating to behaviour, safety and attendance. The school's safeguarding procedures were also evaluated.
- The inspection took account of the 53 responses to the on-line parent questionnaire (Parent View), and 15 replies to the staff questionnaire. The views of 16 parents and carers were sought at the start of the school day as they brought their children to school. The lead inspector received one email and one letter from a parent.
- During the inspection, Year 6 pupils were participating in Key Stage 2 standard assessment tests. As a result, fewer observations of Year 6 lessons were seen as the year group was not participating in the normal timetable. Year 6 was subject to an in-depth work scrutiny to support evidence provided by the school as to how well the pupils achieve.

Inspection team

Wendy Forbes, Lead inspector

Additional inspector

Full report

Information about this school

- West Wittering Parochial Church of England Primary School is much smaller than an average-sized primary school.
- With the exception of the single-age Year 2 class, all other pupils are taught in mixed-age classes including those in the Early Years Foundation Stage who are taught in the same class as pupils in Year 1.
- Almost all pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those in local authority care and those with parents in the armed forces is below average.
- A below-average proportion of pupils is supported by school action plus or with a statement of special educational needs.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative or off-site provision.
- Since the last inspection the school has undergone a range of minor building works including the provision of a large oak-framed housing in the Early Years Foundation Stage outdoor learning area and two large play structures in the main playground areas.

What does the school need to do to improve further?

- Raise pupils' standards in mathematics so that they are consistently good across the school and pupils make good or better progress by:
 - extending opportunities for pupils to use their skills in mathematics in other subjects
 - ensuring that teachers provide mathematical activities that provide just the right level of challenge.
- Increase the proportion of outstanding teaching through the school by ensuring that:
 - lesson introductions and explanations are not too long so that pupils get more time to work on their own and find things out for themselves.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills and abilities in speech and language often below those typical for their age. Carefully planned activities in the Reception and Year 1 class ensure most make good progress. The youngest achieve particularly well in the three prime areas of communication and language, physical development and personal, social and emotional development and enjoy their learning. Writing enthusiastically about imaginary dinosaurs, children composed, extended and edited their work. As one child said, 'It's OK to make mistakes, because that's how you learn.'
- Small, fluctuating numbers in all year groups mean that published data needs to be interpreted with caution. However, since the last inspection, the tracking system the school has developed shows clearly that most pupils achieve well, making good progress from Year 1 to Year 6.
- By the end of Year 6, pupils reach above-average standards in reading and writing and broadly average standards in mathematics. Improvements are as a result of the successful drive to improve literacy skills. Progress has also been increased by teachers' consistent and detailed analysis of pupils' abilities, the tailored support provided and consistently good teaching.
- Improving rates of progress are enabling more pupils to achieve even higher standards. However, pupils do not make the same progress in mathematics as they do in reading and writing. This is because pupils do not always have opportunities to develop their basic skills in mathematics in other subjects.
- In 2012, a below-average proportion of pupils attained the expected standard in the Year 1 national screening for phonics (linking letters and sounds). However, the focus on early reading and the broad range of reading strategies taught ensures that all pupils including these younger ones read well.
- Most pupils, including those who need extra help, progress well because teachers set work that closes any gaps in their knowledge and skills. However, occasionally, in mathematics lessons, some activities do not always challenge pupils sufficiently. This means that a few pupils do not always make fast enough progress.
- Pupils who benefit from pupil premium funding reach similar levels of attainment to other pupils in the school in English and mathematics. Tailored support ensures that progress is comparable to their peers. In addition, the school has taken effective steps to ensure that these pupils are supported in their personal needs. Nevertheless, because of other, sometimes more complex, needs, the attainment gaps between these and other pupils vary from one or two terms behind in English and mathematics to, in some cases, one or two terms ahead of other pupils.

The quality of teaching is good

- Typically, teaching is good, sometimes outstanding, as seen in a Years 3 and 4 mathematics lesson. Enthusiastic pupils, galvanised by their equally enthusiastic teacher, quickly solved their 'jumbled multiplications'. Further challenging fraction problems set enabled pupils to draw on their impressive knowledge of calculations and tables to solve them.
- Teaching in the Reception and Year 1 class is very effective. Planning is good and gives children an appropriate balance of activities they can select for themselves and those directed by adults, promoting independence in learning well.
- The most effective teaching is where teachers use good subject knowledge to plan lessons that take account of what pupils already know. They make clear what pupils are expected to learn. However, in a few lessons, teachers' introductions and explanations are too long. On these occasions, progress slows because pupils have insufficient time to work on their own and find things out for themselves.
- Improved use of assessment information to plan lessons and personal targets help pupils to build on what they know and can already do. Activities are generally planned well to pupils'

needs. However, there are a few occasions when tasks do not challenge pupils enough and there are limited opportunities to extend the use of basic mathematical skills in other subjects. This means that learning is sometimes slower than it might be for a few pupils.

- The best learning happens when teachers have high expectations of learning and behaviour, as seen in a literacy lesson. Good use of 'talk partners' helped pupils to share and develop ideas to write, edit and extend a story opener.
- Pupils have clear targets. As they get older, they develop a greater awareness of what this means, how targets are met and relate to what they are learning.
- Discussions with pupils and a scrutiny of their work also show that teaching has been effective over time. Effective marking usually gives guidance on how pupils could improve their work. Classrooms and corridors feature high quality displays stimulating learning and showcasing most pupils' work well.
- Teaching promotes pupils' spiritual, moral, social and cultural development very well, for example by encouraging pupils to reflect on how their behaviour can affect other people. They also take steps to widen pupils' view of the world, so that the pupils can begin to understand different cultures and beliefs.

The behaviour and safety of pupils are good

- There is a welcoming atmosphere throughout the school. Pupils are proud of their school and this is reflected in their good conduct, manners and punctuality. It makes the school a happy place where pupils enjoy being and learning.
- Teachers manage pupils' behaviour well. They create a positive climate for learning and promote pupils' spiritual, moral, social and cultural development very effectively. As a result, relationships among most pupils are strong. They work well together and are happy to contribute to lessons and listen carefully to each other. Pupils say that lessons are hardly ever disrupted by any poor behaviour. Very occasionally, when the pace in a lesson slows, a few pupils become fidgety and start to chat among themselves.
- Pupils are well aware of the differing kinds of bullying, such as name calling and talk in detail about the dangers of using the internet and how to counteract these. Although a very small minority of parents and carers expressed some concerns in the on-line questionnaire over behaviour and bullying, pupils are extremely confident that behaviour is typically good and that bullying is rare and extremely well dealt with when reported.
- Pupils and most parents believe rightly that the school is a safe place where pupils can learn, develop social skills and gain positive insights into how people get on well together in harmony and cooperation.
- The school has worked hard to raise attendance, which is now higher than at the time of the last inspection. It is currently above average and there is no persistent absence.

The leadership and management are good

- The headteacher successfully demonstrates strong ambition for the school, which harnesses the commitment and support of staff. Their questionnaire returns show strong support. Leaders and managers are very clear about strengths and priorities and recognise what aspects of teaching work well and what needs improving.
- However, leadership and management are not outstanding because there is not enough outstanding teaching and mathematics is not as strong as English.
- An improved progress tracking system is used effectively to regularly check individual progress in reading, writing and mathematics and reported to governors. This means that any dips in performance are being identified and early action taken.
- Staff have clear and ambitious targets to achieve. These are based on the effective self-evaluation of school needs, as well as supporting individual professional development. There is a

good match between how well staff are financially rewarded and how well pupils achieve.

- The broad curriculum makes a good contribution to pupils' personal development, especially in the promotion of their very effective communication skills, enjoyment of learning and positive behaviour. Activities which involve pupils' learning about others' beliefs help to promote tolerance and understanding. Continued investment in reading books, new laptop technology and developments in the Early Years Foundation Stage outdoor area have all helped to further enhance pupils' learning.
- Spiritual, moral, social and cultural development is very well promoted through dedicated opportunities for reflection in assemblies, extra-curricular clubs, special events and opportunities to represent the school as a Green Ambassador or as a member of the school council.
- Care is taken to ensure that disabled pupils and those with special educational needs, and those who attract the pupil premium, have full and equal access to learning and are able to achieve well.
- The local authority rightly identifies this as a school needing only light touch support; but, when needed, it is effective.
- Safeguarding procedures meet statutory requirements.
- **The governance of the school:**
 - Governors bring a wealth of experience and expertise to their roles. They benefit from training and are well placed to challenge the leaders, holding them to account for the school's performance. They fully support the drive to improve teaching and raise achievement. Governors understand the school's performance data and how the school compares with others. They make sure teachers' pay and promotion are justified by pupils' progress and achievement. They keep a close check on school finances, including the pupil premium, to make sure it is spent in the best interests of pupils.

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	126000
Local authority	West Sussex
Inspection number	411995

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

Type of school	Primary
School category	Parochial (Controlled)
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	Stephen Blamire
Headteacher	Susan O'Boyle
Date of previous school inspection	13–14 October 2009
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