

# St Nicolas and St Mary CofE Primary School

Eastern Avenue, Shoreham-by-Sea, West Sussex, BN43 6PE

**Inspection dates** 20–21 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Teaching is consistently good and sometimes outstanding, with strengths in the teaching of mathematics. This helps all pupils, including those who need extra help, to make good progress in reading and mathematics as they move through the school.
- By the end of Year 6 attainment in English and mathematics is above average.
- The Early Years Foundation Stage gives children a good start to their education through good quality provision.
- Pupils have exemplary attitudes to learning. They feel very safe and enjoy school. They behave outstandingly well.
- Attendance has improved and remains well above average.
- The curriculum is enriched by a wide range of special events and interesting, fun activities and promotes pupils' spiritual, moral, social and cultural development very well.
- Senior leaders regularly check on pupils' progress and give extra help very quickly to any at risk of falling behind in their learning.
- Governors provide a good level of challenge and as a result are helping the school strengthen and improve.
- Parents and carers appreciate the effort the school goes to in involving them in their child's education.

### It is not yet an outstanding school because:

- There is not yet enough outstanding teaching to ensure that all pupils make exceptional progress.
- Pupils do not make as much progress in writing as they do in reading and mathematics.

## Information about this inspection

- Inspectors observed 16 lessons or parts of lessons taught by nine teachers and two assemblies. Twelve lessons were jointly observed with the headteacher or deputy headteacher.
- Short visits were made to observe the teaching of small groups of disabled pupils and of those who have special educational needs.
- Meetings were held with senior leaders, staff and members of the governing body. In addition, the lead inspector talked with a representative from the local authority over the telephone.
- Inspectors talked with pupils, listened to them read and observed them at play during break and lunchtimes.
- The inspection team 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, and pupils' work. Inspectors also looked at the school's checks on how well it is doing 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.
- Inspectors took account of 103 responses to the online questionnaire, Parent View, and 33 replies to the staff questionnaire. The views of parents and carers were sought at the start of the school day as they brought their children to school.

## Inspection team

David Webster, Lead inspector	Additional Inspector
Maureen Panichelli	Additional Inspector
Lucia Devine	Additional Inspector

## Full report

### Information about this school

- St Nicolas and St Mary CofE Primary is an average-sized primary school.
- The Early Years Foundation Stage includes a Nursery which children can attend either on a full-time or part-time basis, and two single-age Reception classes. Pupils are taught throughout the school in single-age classes.
- The majority of 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 a parent or carer in the armed forces, is below average.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is also below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The governing body manages a breakfast club and an after-school club.

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

- Increase the proportion of outstanding teaching by:
  - ensuring that all teachers develop effective questioning skills and approaches to fully challenge all pupils
  - ensuring that all pupils are given sufficient time to respond to teachers' written comments.
- Raise pupils' attainment in writing to match that in reading by:
  - ensuring pupils are given a range of challenging opportunities to use and apply their writing skills in other subjects
  - ensuring pupils are given the support they need to improve their spelling and punctuation skills.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress in reading and mathematics and while progress in writing is not as strong there are clear signs of rapid improvement.
- Children start school with skills at below the levels expected for their age, particularly in literacy. They make good progress because activities are planned carefully, teaching is vibrant and encouraging, and they are encouraged to think for themselves. As a result, most get off to a good start entering Year 1 with attainment at broadly average levels in almost all areas of learning.
- Pupils achieve well across the school from Year 1 to Year 6. Standards of work at the end of Key Stage 2 are above average in reading, writing and mathematics, and have risen especially in the increased proportion of pupils achieving the higher levels of reading and mathematics. Improvements are the result of the successful drive to improve reading and high quality of teaching in mathematics.
- Pupils' progress is at least good and sometimes outstanding, particularly in mathematics, as a result of teachers' consistent and detailed analysis of pupils' abilities, well-tailored support, and consistently good and sometimes better teaching. However, progress in writing is not as good as in reading or mathematics. This is because pupils do not always have challenging opportunities to use and apply their writing skills in other subjects.
- In 2013, the proportion of pupils attaining the expected standard in the Year 1 national screening for phonics (linking letters and sounds) was well above average. This was due to a strong focus on improving their understanding in effective and well-planned teaching of early reading skills.
- Pupils who are disabled or who have special educational needs are well supported and make equally good progress as their peers.
- Pupil premium funding is used well to enhance the progress of those eligible for free school meals. Small-group support or one-to-one tuition in literacy and mathematics ensure that their progress is at least comparable to their peers. The attainment of pupils who were known to be eligible for free school meals in 2012 was above that of other pupils in the school in English and mathematics by about two terms.

### The quality of teaching is good

- Teaching is consistently good and sometimes outstanding. The large majority of work is well matched to pupils' needs and teachers are successful in providing activities and resources which make learning interesting and fun. Pupils enjoy opportunities to discuss and share their understanding and ideas effectively. There is a positive climate for learning in lessons and excellent relationships exist between pupils and adults. As a result, all pupils, including those who need extra help, make equally good progress and are keen to do well.
- Where teaching is outstanding, teachers' expectations are high and they consistently provide high levels of challenge throughout the lesson. Teachers recognise when pupils are not learning as well as they might and make effective adjustments in their teaching to take account of individual pupils' learning styles and progress.
- As a result pupils learn rapidly, particularly in mathematics, as seen in a Year 6 mathematics lesson. Consistently high expectations and well-judged, inspirational teaching tailored to individuals' needs resulted in all pupils making rapid progress in their understanding of sequencing and logic as they investigated with interest the facts which would reveal to them 'which dog had raided Mrs Selkie's dustbin'.
- However, teaching is not outstanding overall because at times opportunities are missed to use approaches to questioning that fully challenge all pupils. Although pupils' work is marked regularly, with sometimes detailed examples of how to improve, teachers do not always check

that their comments have been responded to, or give pupils sufficient time to do so. There is some inconsistency in the rigour with which teachers approach the need for accurate spelling and punctuation. This slows progress in writing for some pupils.

- Teachers' good understanding of children's needs and the exceptional care they provide in the Early Years Foundation Stage ensure they make good progress. Children are encouraged to be independent, and inside and outside resources are used well to extend their learning and development. Every opportunity is taken to develop their speaking and listening skills.
- Effective systematic teaching of early reading in one Reception class lesson resulted in pupils quickly consolidating their understanding of the alphabet using computer technology. Pupils across the school enjoy reading, and read widely and regularly.
- Teachers manage pupils' behaviour well, promoting supportive relationships extremely well. This underpins pupils' enthusiasm for learning. For example, pupils in a Reception class joined in enthusiastically using their knowledge of sounds and letters to identify different sounds accurately.
- Disabled pupils and those with special educational needs do well because they are given well-planned support and teaching. Teaching assistants work closely with teachers to identify the support they need to make learning practical and interesting. The good work of support staff is important not only in helping these pupils make good progress in class and small groups, but also in leading the learning of the more able in older classes.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour and their attitudes to learning are exemplary. They are extremely polite and well-mannered and are very welcoming towards visitors. They make an exceptional contribution to their own learning.
- Pupils, parents and carers, teachers and other adults have very positive views about behaviour in the school. This was reflected in the high standards of behaviour inspectors saw in lessons, around the school and in the well-run breakfast club.
- Pupils are keen to learn. Their positive attitudes enable them to work very well together or to get on sensibly with their work by themselves.
- Teachers and other adults are excellent role models who display respect and care for others and hold high expectations for behaviour at all times. 'They are firm but kind', said one pupil typically.
- Pupils have a very good understanding of the types of bullying, including cyber bullying. This is supported by work in lessons and the anti-bullying week organised by the school council. Pupils are very confident that bullying is rare and that adults would take quick and effective action if required.
- The school provides many opportunities for pupils to develop as responsible individuals, for example as peer mediators, members of the school council, and in raising money for charities such as Children in Need.
- The excellent pastoral system and effective partnerships with parents and carers and external agencies ensure that pupils are cared for well.
- Pupils say they feel very safe and they know how to keep themselves and others safe, for example in their use of the internet. They greatly enjoy school. This is shown by their attendance, which has improved and remains well above average.
- The breakfast club and after-school club provide a good range of activities which support pupils' personal and social development very well.

### **The leadership and management** are good

- The school is exceptionally well led by the headteacher, ably assisted by the deputy

headteacher. There is a clear vision among all staff for the school as a community, focused well on developing the whole child, which continuously seeks to improve the quality of the education they receive. The strong teamwork of leaders at all levels and rigour in governance have strengthened the school. The response of teachers and other staff to the staff survey confirms their very high commitment to the school and their support for its drive to: 'Journey together, guided by God, to do the best we can'.

- Senior leaders have an accurate view of the school's performance. Effective checks on how well it is doing mean that there is a sharp focus on key priorities and expectations are high. As a result standards, teaching and the curriculum have been strengthened.
- Leadership and management are not outstanding because there is not enough outstanding teaching, and progress in writing is not as strong as in reading and mathematics.
- Senior leaders rigorously check the quality of teaching and pupils' achievement. Regular monitoring of lessons and the work in pupils' books, together with focused meetings on pupils' progress, ensure that leaders are well placed to tackle any variation in performance. Literacy and numeracy subject leaders are increasingly involved in monitoring the school's work.
- Teaching has strengthened due to effective feedback from lesson observations, which is used to review progress towards previous personal targets and set new ones, and high-quality support and training for staff. Systems to manage the performance of teachers are robust.
- The school promotes outstanding spiritual, moral, social and cultural development through its rich and purposeful curriculum. Pupils benefit from a wide range of school clubs, particularly in art, music, dance, drama and sport, from visits, and from well-developed international links with schools in France and Sierra Leone.
- Leaders ensure that equal opportunities for all pupils are promoted effectively because individual pupils' progress is monitored regularly and pastoral support is given a high priority by the whole-school community.
- The school plays a proactive role in the local cluster of schools and enjoys very positive relationships with its parents and carers. Links between home and school have been strengthened through high-quality communications, the accessibility of leaders, and an active Parent Teacher Association. Parents and carers are regularly involved in school, for example in running workshops for other parents and carers or through assisting pupils with their reading.
- The local authority, appropriately, regards the school as requiring only light touch support.
- **The governance of the school:**
  - The governing body fully understands the strengths of the school and where further challenge is required. Governors benefit from training, understand the school's performance data and how it compares with other schools, ask pertinent questions to hold the school to account on pupils' progress, and are well informed about teaching. Governors make sure teachers' pay and promotion are justified by pupils' progress and achievement. They have a good understanding of how the pupil premium money is spent and make sure it is spent in the best interest of pupils. The development plan is regularly reviewed by governors and they play an important role in evaluating the school. In conjunction with the headteacher and school business manager they ensure school funding is managed efficiently. Governors ensure that safeguarding arrangements meet requirements.

## 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

<b>Unique reference number</b>	126049
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	412330

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 aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	282
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Searle
<b>Headteacher</b>	David Etherton
<b>Date of previous school inspection</b>	14–15 July 2010
<b>Telephone number</b>	01273 454470
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