

Jessie Younghusband Primary School

Woodlands Lane, Chichester, West Sussex, PO19 5PA

Inspection dates 4–5 July 2013

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' achievement is outstanding because they make rapid and sustained progress throughout the school in a wide range of subjects, including English and mathematics.
- Pupils develop their communication, mathematical, problem-solving and team-working skills to a very high level. This ensures that, by the time they leave the school, they are extremely well prepared for secondary education.
- Teaching is always at least good and is often outstanding. Teachers plan activities which are extremely well matched to pupils' different interests and abilities, and work closely with teaching assistants to ensure that all pupils make the progress of which they are capable.
- The headteacher, working closely with her deputy and with all the staff, has raised the quality of teaching and assessment, especially in reading and writing.
- Leaders manage the staff's performance extremely effectively and give them excellent opportunities to develop their practice further.
- Pupils behave exceptionally well in lessons and around the school. They thoroughly enjoy coming to school, feel completely safe and have no concerns about bullying.
- The rich and diverse curriculum enables pupils to make very productive links between different subjects, and provides them with a very wide range of special events and out-of-school activities. This has an extremely positive impact on pupils' spiritual, moral, social and cultural development.
- The school is a happy and harmonious community, where diversity is appreciated and valued. It promotes equality of opportunity extremely well.
- Parents and carers express very positive views about the school and their children's experience there.
- Governors have a detailed and accurate knowledge of the school, and are fully committed to ensuring that it continues to provide the best possible service for its pupils.

Information about this inspection

- The inspectors observed nine lessons, four of them together with school leaders, observing all the classes in the school and all the teachers who were present during the inspection, at least once. They also made shorter visits to a number of other lessons and other activities, looked at pupils' written work, listened to pupils read, and attended an assembly.
- Inspectors held discussions with groups of pupils, eight members of the governing body including the Chair of the Governing Body, and members of staff. They also held informal discussions with a number of parents and carers. The lead inspector also spoke by telephone with a representative of the local authority.
- The inspectors observed the school's work and looked at a number of documents, including the school's information on pupils' attainment and progress, and data on attendance. They examined safeguarding procedures and records of the school's own lesson observations, as well as the school's self-evaluation and planning documents.
- In planning and carrying out the inspection, inspectors took account of 32 responses to the online survey (Parent View), which were submitted before and during the inspection, as well as the school's most recent surveys of parents' and carers' views. A letter received from a parent or carer, and 14 questionnaires completed by members of the teaching and support staff were also considered.

Inspection team

Robin Gaff, Lead inspector

Additional Inspector

Vicky Turner

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Most pupils are of White British heritage.
- About one in 20 pupils is eligible for the pupil premium, which is additional funding provided for children in local authority care, children with a parent or carer in the armed services and those known to be eligible for free school meals. This proportion is well below the national average.
- The proportion of disabled pupils and those with special educational needs supported through school action is well below average. Just under one in 14 pupils is supported through school action. About one in 36 pupils is supported at school action plus or has a statement of special educational needs. This proportion is also well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been a number of changes of staff since the school's last inspection.
- The school shares its site with a special school which caters for pupils with complex learning needs.

What does the school need to do to improve further?

- To enable pupils to make equally rapid progress in all lessons, make sure that teachers always focus clearly on what they intend pupils to learn, and not just on the tasks they want them to complete.

Inspection judgements

The achievement of pupils is outstanding

- Children join the school with levels of skill which vary from year to year, but are broadly in line with those expected for their age. They make a very good start to their learning and development in the Reception class. Their progress accelerates in Key Stages 1 and 2. As a result, pupils' attainment in English and mathematics at the end of Year 2, and by the time they leave, is consistently above and often well above average. This represents outstanding achievement. Pupils also make rapid and sustained progress, and can apply the skills they have learned in a wide range of other subjects, including history, science and information and communication technology (ICT).
- The standards reached in English in the Year 6 national tests in 2012 by the small number of pupils who were eligible for the pupil premium were broadly in line with those of other pupils in the school. However, their results showed that they were about a term ahead of all pupils nationally. In mathematics, these pupils' results showed that they were about a term behind other pupils in the school but were about half a term ahead of all pupils nationally. The school has made extremely good use of the additional funding for those current pupils who are eligible for it, by providing them with very effective small-group and individual support. As a result, these pupils are making at least good and in some cases outstanding progress, and any gaps between their attainment and that of other pupils are closing rapidly.
- Staff quickly identify any potential barriers to learning faced by disabled pupils and those with special educational needs. Their careful planning of suitable activities and the expert individual support they give these pupils enable them to make excellent progress from their starting points.
- Pupils read very fluently and accurately, and are keen to talk about the wide range of books they enjoy reading. Those that find reading more difficult make extremely good use of their learning of phonics (the links between letters and the sounds they make) as they persevere until they are able to decipher and make sense of more complex words.
- Pupils' written work shows the extent to which they develop the ability to write extremely perceptively and in depth about a range of topics. A Year 6 pupil took justified pride in reading, with great sensitivity and expression, an extremely moving and evocative poem she had written about Anne Frank. This is typical of the imaginative ways in which the school uses topics in, for example, history, to inspire pupils' curiosity and to enable them to develop their communication skills to an extremely high level. It also exemplifies the school's highly effective promotion of pupils' spiritual, moral, social and cultural development.
- Pupils make excellent progress in developing their knowledge of and skills in using a wide range of mathematical techniques. They become exceptionally good at applying them in real-life situations. For example, Year 4 pupils showed a very secure grasp of how to calculate area and perimeter as they worked out the cost of laying out the gardens they had designed.
- Many pupils commented on how much they enjoyed their learning. Almost all the parents and carers who responded to the Parent View survey and the school's own survey, as well as those who spoke to the inspectors, supported this view.

The quality of teaching is outstanding

- Teachers have consistently high expectations of all pupils in terms of both work and behaviour and establish excellent working relationships with them, firmly based on mutual respect.
- Teachers carefully plan and include in their lessons a variety of activities which are extremely well matched to pupils' different interests and abilities. They explain tasks clearly and concisely, and ensure that pupils have thoroughly understood them. In most, but not all lessons, teachers make sure that pupils know what they have learned and how this relates to their learning in future lessons, as well as the tasks which they have completed.
- During lessons, teachers check pupils' progress very regularly, often making telling use of

examples of especially good work to develop pupils' self-confidence and to encourage them to learn from each other's successes.

- Teachers give pupils excellent opportunities for independent learning, by working alone, in pairs or in groups, and to assess their own and one another's work. For example, in an outstanding Year 2 lesson, the teacher's excellent subject knowledge and scientific understanding enabled her to ensure that groups of pupils were thoroughly engaged in investigating different aspects of the life of ants. They then all made extremely lively and well-informed presentations to the whole class about their findings. Showing a maturity far beyond their years, they justified their different positions on whether, on balance, ants' contribution to the world is positive or negative, and listened intently to each other's views. In this way, the lesson resulted in the pupils not only learning a great deal about the topic, but also enabled them to develop very strongly their ability to use appropriate language, and to consider various arguments.
- Pupils, especially disabled pupils and those with special educational needs, benefit enormously from the way in which teachers and teaching assistants work very closely and effectively together to plan and deliver activities. Their very detailed knowledge of pupils' individual needs and the levels at which they are working enable them to support pupils to work productively and at a challenging pace.
- Teachers mark pupils' written work frequently, accurately and thoroughly. They make detailed comments which enable pupils to know precisely what they have done well, as well as the steps they need to take to make their work even better. Teachers also expect pupils to reflect upon and respond to their comments, by correcting or extending their work, thus thoroughly reinforcing and further developing their learning.

The behaviour and safety of pupils are outstanding

- Every one of the parents and carers who responded to the Parent View survey confirmed that they believed that their children felt safe in school and were well looked after, and that the school made sure that its pupils were well behaved.
- Pupils are extremely keen to learn in lessons. They are eager to answer teachers' questions and to volunteer and discuss their own ideas with others, and take part very enthusiastically in classroom discussions.
- In the Reception class, children rapidly settle into the school's routines, and learn to work and play harmoniously with others. Around the school, pupils behave very sensibly and safely and are friendly and considerate towards each other.
- Staff have been extremely effective in improving the behaviour of the small number of pupils who have found it hard to live up to the school's expectations. Pupils understand and fully support the school's rules and its system of rewards and sanctions.
- Older pupils often go out of their way to help and look after younger ones. They also learn a great deal about the importance of valuing diversity, by working with pupils from the neighbouring special school. Pupils from different backgrounds relate extremely well to one another. This demonstrates their strong moral, social and cultural development.
- Pupils are very proud of their school, and are exceptionally welcoming, courteous and helpful to visitors. Following a series of assemblies on the topic of politeness and good manners, parents and carers commented on how much their children's behaviour at home had improved.
- Pupils say they feel extremely safe at school. They know how to keep themselves safe, for example when walking to school or using the internet. The school ensures that they are very well aware of what constitutes bullying, including name calling and cyber bullying. However, pupils say that it is extremely rare and is dealt with swiftly and effectively if it does happen.
- Pupils' considerable enjoyment of school is reflected in their punctuality and consistently high levels of attendance.

The leadership and management are outstanding

- The headteacher and her deputy are passionately committed to making the school even better. They manage staff's performance exceptionally well, ensuring that teachers who are new to the school quickly learn to appreciate and embody its high standards and ambitions. They have used the results of last year's Year 1 phonics check very effectively to improve the quality of teaching, and thereby to raise pupils' achievement in reading and writing.
- Those members of staff who are responsible for particular subjects or groups of pupils are highly enthusiastic and knowledgeable, and successfully share their expertise and their enthusiasm with others for the benefit of pupils.
- School leaders firmly base their judgement of teachers' performance in lessons on the extent of pupils' learning and progress over time. They provide teachers with incisive and supportive feedback, as well as excellent opportunities for further training and development.
- The school has built upon the strengths and addressed the relative weaknesses identified by its last inspection by, for example, renovating the reception classroom and outside area so that they now provide an attractive and stimulating environment for the children.
- These factors demonstrate the school's capacity to improve even further.
- The local authority has provided the school with valuable advice and training, which has helped to improve the accuracy with which staff assess pupils' attainment in English and mathematics in Key Stage 1 and in writing in Key Stage 2.
- Class teachers, as well as school leaders, have an extensive and detailed knowledge of how well individual pupils are doing and whether or not they are reaching their targets. This enables them to act quickly to provide those pupils who need it with extremely well-tailored support, such as one-to-one and small-group teaching.
- The school has established very strong partnerships with parents and carers, its local community and with other schools, for example, in sharing examples of successful practice which it has developed. Parents and carers speak very highly of the school, and almost all those who responded to the online survey agreed that they would recommend it to others.
- The school's curriculum enables pupils to make very productive links between different subjects and to develop their skills in innovative and imaginative ways. For example, in a special end-of-year activity, Year 6 pupils showed their highly sophisticated ICT and design and technology skills as they produced stop-frame animation films to be used in teaching younger pupils. Others made impressive working models of fairground rides, linked to the topic of 'carnival'.
- The school provides a very broad range of special events, trips, visits and extra-curricular activities, including sporting, musical and drama events, and has established strong links with other schools in this country and abroad. This contributes extremely effectively to pupils' learning and to their spiritual, moral, social and cultural development. The school's successful commitment to promoting equality of opportunity and to eliminating any form of discrimination is demonstrated by its use of pupil premium funding to ensure that no pupil is prevented from taking part in any activities by their financial circumstances.
- **The governance of the school:**
 - Governors are extremely knowledgeable about the school, including its pupils' results compared with those in other schools. They know how the headteacher manages the staff's performance and has improved teaching and the use of assessment. This is because they visit the school often, carefully scrutinise the headteacher's reports, and are prepared to challenge robustly as well as to support school leaders. Governors regularly update their skills by taking part in relevant training. They make careful use of the school's finances. They understand how pupil premium money is being used to raise the achievement of eligible pupils, and how any pay increases for staff are linked to their achievement of their own and the school's targets. Governors make sure that the school fully meets current requirements for safeguarding pupils. They are also wholeheartedly committed to ensuring that the school continues to provide the best possible service to 'Jessie's children' and to the local community.

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	125880
Local authority	West Sussex
Inspection number	413237

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair	Martin Tomlinson
Headteacher	Sue Patrick
Date of previous school inspection	14–15 July 2010
Telephone number	01243 782192
Fax number	01243 530685
Email address	office@jessieyounghusband.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

