

# Funtington Primary School

Heather Close, West Ashling, Chichester, PO18 8DR

**Inspection dates** 25–26 September 2013

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

- The headteacher provides strong leadership. Since her appointment two years ago, she has worked successfully with senior leaders and governors to improve teaching and raise pupils' achievement.
- Pupils' attainment in English and mathematics is rising and all groups now make good progress from their starting points.
- Good teaching supports pupils' learning well with carefully tailored activities and high-quality resources.
- Pupils are very happy at school, enjoy learning and behave very well. They feel safe and valued as individuals. All pupils thrive as a result of the close attention that is given to their well-being.
- Pupils subscribe eagerly to the wealth of experiences offered beyond the classroom. These opportunities promote their spiritual, moral, social and cultural development extremely well.

### It is not yet an outstanding school because

- There is not enough outstanding teaching, particularly in mathematics. The shared planning that underpins the most effective English teaching has not been extended to mathematics.
- Occasionally, learning is not well paced and teachers' questions are not directed effectively.
- Pupils' ability to assess their own and others' work is not systematically developed.
- In some lessons, openings for pupils to exercise choice and initiative by finding things out on their own are missed.

## Information about this inspection

- Teaching and learning were observed in nine lessons and pupils' work was examined, especially in English and mathematics. Some observations were joint visits with the headteacher.
- Meetings were held with staff, pupils and six members of the school's governing body. The inspector spoke by telephone with a representative of the local authority. One meeting with pupils was dedicated to a discussion of reading, with an opportunity for pupils to read aloud. Informal discussions with pupils took place at break and lunchtimes.
- The inspector took account of the 44 responses to the online questionnaire (Parent View). Parents' involvement in school life was discussed with senior leaders. At the beginning of one day, informal conversations were held with parents in the school playground.
- A range of documentation was looked at including records relating to pupils' progress, behaviour, attendance and safeguarding.

## Inspection team

Jacqueline White, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average size primary school. There is a relatively high turnover of pupils as families move in and out of the area.
- Most pupils are White British. Few are from minority ethnic backgrounds or speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is well below average. The pupil premium is additional funding for children in the care of the local authority, children with a parent or carer serving in the armed forces and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher took up her post in September 2011.
- The school holds several awards, including Enhanced Healthy School status, Eco-Schools and the International School award.

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

- Increase the proportion of outstanding teaching, especially in mathematics by:
  - providing pupils with more opportunities to exercise choice and initiative when learning by, for example, undertaking experiments and investigations on their own
  - targeting questioning effectively to probe and deepen pupils' understanding
  - ensuring the pace of learning is appropriate for all pupils
  - developing pupils' ability to assess their own and others' work
  - extending shared planning in English to mathematics.

## Inspection judgements

### The achievement of pupils is good

- Teachers' assessment of pupils' work has improved considerably as a result of intensive training that has been delivered over the past two years. It is accurate and underpinned by a clear understanding of what should be expected of pupils. This information is being used well to match teaching to pupils' needs, and, accordingly, pupils' progress is accelerating. From their starting points, most make, and sustain, good progress as they move up the school.
- Weaknesses in the teaching of mathematics have been tackled and pupils are now achieving well in the subject. However, their progress is not as rapid as it is in English.
- In the past, pupils' attainment has been variable. In 2012, it was above average at the end of Key Stage 1 and broadly average at the end of Key Stage 2. In the last year, it has risen markedly. Provisional national test results for 2013, the school's reliable data and pupils' work in English and mathematics indicate that it is above average.
- Children enter Reception with a wide range of needs, with some children at and others below typical levels of development. Excellent care and skilful teaching ensure they gain confidence and make good progress in developing their early reading, writing and mathematical skills.
- The school is strongly focused on developing pupils' literacy and numeracy skills. Training in the teaching of reading has been beneficial to classroom practice. Provisional results for the most recent Year 1 check of pupils' understanding of letters and sounds show a very notable improvement.
- Disabled pupils and those with special educational needs are achieving well as a result of high-quality support and care. In lessons, teaching assistants are sensitive to the individual needs of these pupils and encourage their independence.
- In English and mathematics, the achievement of pupils eligible for the pupil premium is similar to that of other pupils in the school. Only small numbers are involved but there is no difference in the attainment and progress of pupils receiving the premium and those who do not.
- Through closely monitoring the progress and well-being of all pupils, the school ensures that everyone has an equal chance of success and is well prepared for secondary school. This includes pupils from different ethnic backgrounds and those who speak English as an additional language.

### The quality of teaching is good

- Teaching in all lessons observed was at least good. Within these lessons there were relative strengths and weaker aspects. Overall, there is too little outstanding teaching. The strongest teaching is characterised by excellent subject knowledge, careful assessment and analysis of pupils' needs and meticulous planning. In these lessons, pupils progress rapidly in their acquisition of knowledge, understanding and a range of skills
- Teaching in English is consistently effective because planning and best practice are shared systematically. While the teaching of mathematics is generally good, there is not the same consistency, particularly in the use of mathematical vocabulary and methods, because teachers do not work together in the same way.
- The teaching of reading is systematic, well structured and effective in improving pupils' skills. The links between sounds and letters are well taught throughout the school and so are writing and communication skills.
- Teachers have high expectations and set tasks which make sure pupils are suitably stretched in most classes. In an English lesson observed, while pupils started with the same task, the teacher evaluated their progress skilfully, adapted the work and presented choices to ensure everyone was challenged appropriately and made good progress.

- Sometimes teachers talk for too long. This limits opportunities for pupils to apply their learning, exercise choice and find things out for themselves. It also prevents pupils working at a pace that is right for them.
- Pupils' work is marked well by teachers with clear points for improvement. However, there is not a shared approach to developing pupils' ability to assess their own and others' work.
- The quality of questioning is usually good in that it obliges pupils to think for themselves and develop their responses. However, it is not always well targeted.

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

- Pupils' attitude to learning is good. They are motivated and co-operate well with each other during lessons. Their interest in learning is reflected in their above average attendance. They appreciate all the school has to offer, as shown by the high take-up rates for the numerous before- and after-school clubs. In a few lessons, some pupils are passive because they are not encouraged to experiment with or use what they have learned
- The school has an exceptionally positive and caring ethos. Pupils feel very well looked after and they show respect and kindness to others, valuing differences of age, race and disability. Links with schools abroad extend pupils' understanding of different cultures and ways of living.
- Pupils know they are safe in school. They are aware of different types of bullying, but say that it is rare in school. If bullying does occur, pupils are clear that it is always sorted out quickly.
- The school has good systems in place to check on pupils' behaviour and to manage behaviour when required. The school's well-kept records indicate that behaviour is typically good. Most parents and pupils agree that this is the case.
- There are excellent opportunities for pupils to think about their responsibility to make the world a better place. For example, they participate in, and sometimes lead, fund-raising and community projects with enthusiasm. During the inspection, Year 6 pupils were running a coffee morning at break to raise money for a national charity. Pupils are also very committed to living in ways that are sustainable and doing their best to protect the environment.

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

- The very effective headteacher has made a concerted effort to build and develop a strong team and school community over the past two years. The success of this is shown in rapid improvements in a range of areas, for example in the number of pupils who now make more than expected progress and in the good impact training has had on the quality of teaching.
- Senior leaders show a real drive and determination to improve standards and have a clear understanding of the school's strengths and areas for improvement. While some middle leaders are still developing expertise in monitoring the quality of teaching, this does not diminish the school's capacity for further improvement.
- A new system for tracking pupils' progress has been established and enables teachers to identify pupils in danger of falling behind quickly. Good quality additional support ensures that pupils catch up. The recent improvements in teaching mean that the need for these interventions is reducing.
- School improvement planning reflects the school's clearly stated ambition to raise achievement. The plan has the right priorities and sharply focuses on the progress of every pupil. Equality of opportunity is at the heart of the school's values and there is no discrimination.
- All teachers have a performance objective that links to pupils' achievements. The monitoring of the quality of teaching is robust and does not just depend on lesson observations. Teachers' planning is reviewed regularly and pupils' work is scrutinised carefully.

- The school is developing its curriculum so that it is more creative. Increasingly, it provides exciting and meaningful experiences that captivate pupils. Pupils participate in very varied and well-resourced physical and sporting activities that foster their health, well-being and social skills. The new funding for sport is being used fittingly. For example, it has supported the provision of swimming lessons for all Years 5 and 6 pupils.
- The school has developed strong partnerships with other providers, including Chichester University. These not only benefit Funtington pupils but support school improvement within the area.
- Partnership with parents is strong. The school has many formal and informal channels of communication with parents that enable them to be fully involved in their children's education and school life generally. Parents who responded to the online questionnaire agreed unanimously that they would recommend the school to others.
- The local authority knows the school well. The well-tailored support provided has helped the senior team to raise pupils' achievement.
- **The governance of the school:**
  - New appointments and organisation have added strength to the governing body and governors have undertaken training to make sure that they fully understand the school's performance and their roles and responsibilities. They fulfil their statutory responsibilities well, including in relation to the safeguarding of staff and pupils. Governors have a clear picture of the quality of teaching and pupils' achievement. They are thorough in linking any salary increases to the progress made by pupils, teaching quality and responsibilities. Governors' management of the school's finances is sound with resources utilised effectively to promote pupils' learning and well-being. The governing body has a good understanding of how pupil premium funding is spent. They know the pupils who receive extra support through the funding as individuals and keep a close eye on their progress.

## 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>	125830
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	429618

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	94
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Medlam
<b>Headteacher</b>	Kirsty Roman
<b>Date of previous school inspection</b>	8 July 2009
<b>Telephone number</b>	01243 575675
<b>Fax number</b>	01243 576030
<b>Email address</b>	office@funtington.w-sussex.sch.uk



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