

Boxgrove CofE VC Primary School

The Street, Boxgrove, West Sussex, PO18 0EE

Inspection dates 8–9 October 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.

- Pupils make good progress whilst at the school and reach standards which are above average, particularly in reading and in mathematics.
- Teaching is almost always good, and occasionally outstanding. Teachers use the detailed knowledge they have about pupils' skills and knowledge to plan work which meets their needs well.
- Disabled pupils and those with special educational needs are supported through effective strategies, and make good progress, particularly in their reading and mathematics.
- Pupils are keen to do the work they are given and are well behaved. The focus on understanding pupils' rights, alongside their own responsibilities, helps pupils feel valued.
- Pupils say that they get along very well and recognise that the close-knit family feel of the small school means they feel very safe. They are kind to one another and help out if anyone is feeling down.
- The leadership of the headteacher is highly effective. She communicates high expectations of pupils and staff, and exemplifies these herself. She makes sure that plans to bring about improvements are followed through.
- Other leaders are newer to the roles, and are increasingly effective.
- Governors are well informed and provide the headteacher with good support, alongside the challenge they bring. Together with school leaders, they make sure that all the requirements for keeping pupils safe are met.

It is not yet an outstanding school because

- There is not yet enough teaching which is outstanding. The most able pupils are not always challenged to the full extent of their skills.
- Occasionally, pupils rely too much on the teachers to decide what they need to do next.
- Standards in writing are not as high as reading or mathematics, particularly at the end of Key Stage 1.
- Pupils do not get enough opportunities to be independent in their writing tasks, or to prove how they have made progress.

Information about this inspection

- The school was visited for two days by one inspector. The inspector observed 12 lessons or parts of lessons, taken by four teachers, as well as sessions led by teaching assistants or sports coaches. About a third of these observations were undertaken together with the headteacher.
- The inspector met with the headteacher and other teachers who lead aspects of the school and discussed the records about pupils' progress. The inspector looked at a wide range of documents provided by the school, including policies and procedures to keep pupils safe, minutes from meetings, including those of governors. He also looked at plans to bring about further improvements.
- The inspector held meetings with pupils to discuss their views about the school and their understanding of the progress they have made. He also spoke to pupils during their free time, and to parents informally, before and after school.
- The inspector reviewed the 12 responses to Ofsted's online survey for parents, Parent View. The responses to a survey for staff were also considered.

Inspection team

Andrew Saunders, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a small school serving the local village, with three classes including mixed ages of pupils.
- Almost all pupils are White British.
- The proportion of disabled pupils and those with special educational needs is above average. The proportion of pupils supported at school action is above average. The proportion of pupils supported at school action plus or with statements of special educational needs is above average.
- The proportion of pupils who are eligible for the pupil premium funding is below average. This is funding allocated by the government to support pupils who are known to have been eligible for free school meals, children looked after by the local authority, and children from families serving in the forces.
- The school meets the floor standards, the minimum expectations set by the government for the attainment and progress of pupils in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Increase the frequency of outstanding teaching, particularly in Key Stage 1, to make sure that pupils make even greater progress in writing, by:
 - giving pupils more opportunities for writing creatively, to evaluate the quality of this work for themselves, and to demonstrate how they have made progress
 - encouraging pupils to think for themselves how to overcome an issue when they are stuck
 - sharing the very best practice, particularly about how to challenge the most-able pupils.

Inspection judgements

The achievement of pupils is good

- Standards of attainment have been consistently above average at the end of Year 6, particularly so in reading. Considering their starting points, pupils make good progress; their progress in reading is outstanding. The provisional results for 2013 show that this trend has continued. Lesson observations, scrutiny of work and hearing pupils read confirm that it is the case for pupils currently at school.
- Attainment at the end of Year 2 has been variable. A dip in standards in 2012 has been addressed and results returned to slightly above average. Whilst also improved, standards in writing did not rise quite as much as in reading and mathematics. Not as many pupils reached the higher levels in writing.
- When children join the school in the Reception class, they have skills and knowledge which are typical for their age. Well-established routines and confident teaching from adults mean that children settle into school easily and show great curiosity about the world around them. They make good progress in the Early Years Foundation Stage.
- The most-able pupils are given additional opportunities, particularly focused on extending their mathematical skills in problem-solving situations, which help them reach the highest standards in mathematics. There are some opportunities to write within more adventurous contexts, although these are not yet as well developed or as regular.
- Disabled pupils and those with special educational needs are supported by adults who know a lot about their particular needs. The strategies used to support their development in reading and mathematics are well established and have been carefully evaluated to check that they have a significant impact in helping these pupils make up ground. Strategies to support the development of writing skills are more recent and are not yet as effective.
- Pupils who are eligible for support through the pupil premium funding also make good progress. In recent years, the standards they have reached have been slightly above those of other pupils. The pupils currently in the school are slightly behind, by about six months, but are making up ground quickly because of the well-focused support they receive.

The quality of teaching is good

- Teaching is almost always good. Teachers gather a lot of information about how well pupils are doing, and keep a close check on this to identify any pupils who are not making as much progress as they could. They use this information to plan tasks which are well focused on developing the skills pupils need to practise.
- Lessons typically begin with a clear statement about what pupils will be learning. In the best lessons, pupils also help to decide some of the key things that will help them know if they have been successful in their learning.
- Teaching assistants are well informed and contribute well to the learning of pupils. All the adults have very positive relationships with the pupils and there is a great deal of mutual respect, which makes the school a calm and welcoming place to learn.
- Teachers and teaching assistants make sure that pupils benefit from helpful comments in their books about what they need to do to improve. Pupils increasingly respond to this feedback to consolidate their progress. In most lessons, pupils are given the chance to reflect on where they have succeeded, or to give other pupils feedback about how to improve.
- The use of sports coaches to help teach aspects of physical education ensures that this part of the curriculum is of a particularly high quality and that teachers improve their own skills. Pupils enjoy the opportunity to develop sporting skills, like it when they get to play with or against other schools, and develop highly positive attitudes towards being healthy.
- Occasionally, the most-able pupils are expected to sit through explanations they do not need, and this reduces the amount of time they have to get on with their work. In Key Stage 1, older

pupils do not always get enough chance to do tasks that stretch them to reach the highest levels in their writing.

The behaviour and safety of pupils are good

- Pupils are polite, kind to one another, and enjoy learning. They say that their teachers make learning fun. During lessons, they stay well focused on the tasks they are given to do. As one pupil said, 'It is an amazing school; the whole community works together.'
- Very occasionally, pupils rely too much on the adults around them to decide what they need to do next in their learning. Some pupils too readily turn for help before they have grappled with their task or tried to work out for themselves what they need to do, and some adults provide support too quickly.
- During their free time, pupils of all ages mix happily; their behaviour is exemplary. Older pupils take the lead in developing fun games, which anyone is welcome to join in with. They are tolerant when someone makes a mistake and quickly put things right.
- Pupils say that they feel very safe at school because adults show they care about the pupils, safety is given a high priority, and because they have lots of opportunities to talk about how they may be feeling. They know what they can do to keep themselves safe, for example when using the internet, because they have done some work on being 'surf-SMART'. They also help to identify any potential risks when they are going on a trip.
- The school's emphasis on respecting the rights of others, and an awareness of pupils' own responsibilities, mean that pupils have a good grasp of their role in a wider world. Pupils with any disability are fully included in all aspects of the school and play. Together with teachers and governors, pupils help to make sure that everyone has equality of opportunity
- Their respect for each other means they would not tolerate any unkindness; they say there is never any bullying of any kind at their school. If any pupils fall out with one another, it is sorted out very quickly.
- Teachers and other adults promote the highest expectations of behaviour. The very few pupils who have behavioural difficulties are very well supported so that they are helped to make good choices, and to understand the consequences of their actions.
- Pupils and parents shared the view that behaviour is good. One parent, echoing the views of others, said her child runs to get into school each day. Pupils like being at school; their attendance is average.

The leadership and management are good

- The leadership of the headteacher is highly effective; she knows the school very well and has made sure that any issues that arise are identified quickly and tackled robustly.
- The headteacher makes sure that all members of the school community are kept well informed. Consequently, parents, governors and staff feel confident in the improvements already brought about and the plans to continue this. Alongside the consistent standards at Key Stage 2, the recent rise in standards at Key Stage 1, and the consistently good teaching show the school is well placed to improve still further.
- The headteacher accurately identifies the strengths of teachers and makes sure they know what they need to do to improve further. Activities to check the quality of learning are rigorous and frequent and lead to appropriate support, where it is needed, particularly for disabled pupils and those with special educational needs.
- Teachers who lead aspects of the school, including different subjects, are increasingly effective in identifying specific ideas to improve practice, and making sure that these are implemented across all classes. This has improved the teaching of phonics (the linking of letters and the sounds they make) and ensured reading is such a strength of the school.
- The framework around which teachers plan their lessons, the curriculum, includes interesting

topics and memorable experiences. Pupils enjoy the excellent opportunities to learn musical instruments, to take part in an opera, and produce high quality art work. They spoke enthusiastically about producing a version of *The Tempest* at a theatre. The high quality of teaching about physical education means pupils have very positive attitudes towards taking part in sports, and they relish the chances they get to play with, and against, pupils at other schools.

- The spiritual, moral, social and cultural development of the pupils is given a high priority and is a key ingredient in their enjoyment of learning. Pupils participate sensitively when they get the chance to reflect on spiritual matters. They have an excellent grasp of right and wrong, and are willing to discuss different viewpoints, understanding that they may not always agree but that they can still get along happily.
- The governors and headteacher use the information about the quality of teaching to think carefully about any pay awards, and to make sure that teachers who benefit from additional pay provide the level of leadership and exemplary teaching that is expected.
- The local authority keeps in touch with the school's performance, providing only a light touch of support. The headteacher is used within the local authority to support other headteachers who may be new to the role.
- **The governance of the school:**
 - Governors work closely with the headteacher, analysing the information she provides them with and balancing this with their own evidence through their visits to the school. While the headteacher requires very little challenge, they test out her views and hold her to account for achieving the planned improvements. They help to develop the compelling vision for high quality teaching, excellent learning, and high standards for all pupils. Some governors provide very practical support alongside the challenge they bring to the school. The training they have undertaken helps to ensure they are confident evaluating the performance of the school in comparison to others. They make sure that the statutory requirements are met, and that all the adults employed to work with pupils are suitable to do so. Governors keep a check on how the finances of the school are spent. They ensure that particular funds are used for the intended purposes, including the effective use of pupil premium funding.

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	125974
Local authority	West Sussex
Inspection number	426632

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	64
Appropriate authority	The governing body
Chair	Rev Ian Forrester
Headteacher	Kim Thornton
Date of previous school inspection	12 November 2008
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