

# Chidham Parochial Primary School

Chidham Lane, Chidham, West Sussex, Chichester, PO18 8TH

**Inspection dates** 10–11 December 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		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a fast improving school. The headteacher, together with the governing body, has a clear vision for the school. Together, they have taken increasingly successful actions to raise the quality of teaching and, consequently, pupils' outcomes. Attainment is now consistently well above average.
- Pupils' behaviour and safety are outstanding. Pupils behave extremely well, have a healthy respect for each other and adults, and have extremely positive attitudes to learning.
- Achievement is good as a consequence of the consistently good quality of teaching and the pupils' very positive approach to learning.
- Teaching is good, and at times outstanding. Very positive relationships in lessons help ensure that pupils are extremely willing to engage with their learning and offer their views and opinions.
- Good achievement is also the consequence of a good curriculum. It is very well enriched by residential trips, visits to France and London, and a unique programme which highlights the local habitat and geography and gives pupils good opportunities to reflect on the natural world.

### It is not yet an outstanding school because

- On occasions, teachers miss opportunities in lessons to raise the challenge for pupils, and to get them to think more deeply about their learning.
- There are inconsistencies in the degree to which marking in mathematics challenges pupils to make use of, and extend, their skills in the way that it does in English.

## Information about this inspection

- The inspector observed learning and teaching in six lessons. This included visits to linking sounds and letters (phonics) sessions.
- In addition, two visits were made to other lessons.
- A sample of pupils from Years 2 and 3 were heard reading.
- The inspector observed the school's work and looked at information about pupils' progress and attainment, the school's development plan, subject action plans, governing body documentation, and policies and procedures. Policies relating to health and safety and safeguarding of pupils were also scrutinised.
- The 47 parental responses to Ofsted's online Parent View survey, along with one letter from a parent, were considered. The school's most recent parent survey was also considered.
- Questionnaires completed by 13 members of the school staff were taken into account.
- Discussions were held with senior and other leaders, teachers, four governors, pupils, parents, and a representative from the local authority.

## Inspection team

Michael Pye, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is a smaller-than-average-sized primary.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils on free school meals, looked after children and pupils from service families is well below average. There are no looked after children on the school's register.
- The proportion of disabled pupils and those who have special educational needs varies year on year. Currently, the proportion supported through school action is average. A below average proportion of pupils is supported at school action plus or with a statement of special educational needs. The main needs of these pupils relate to moderate learning difficulties.
- An above average proportion of pupils joins or leaves the school other than in Reception or Year 6.
- Pupils come from a predominantly White British background.
- The current headteacher has been appointed since the previous inspection.

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

- Improve the proportion of outstanding lessons through ensuring that teachers:
  - maximise the opportunities to challenge pupils to think deeply
  - make sure when marking in mathematics that their comments are as challenging as those in English.

## Inspection judgements

### The achievement of pupils is good

- Attainment at the end of Year 6 for the past two years has been well above average.
- The attainment of pupils in reading is consistently high. Pupils have regular opportunities to read and typically say that they really enjoy reading.
- Pupils heard reading sound out letters accurately. Low-attaining pupils find some difficulty when attempting to blend the sounds, but they show resilience when tackling the more difficult words.
- Data and work show that current Year 6 pupils are on track to reach similar high standards. A consistent approach to teaching calculation is contributing to above average attainment in mathematics.
- During themed topic work, pupils demonstrate their writing skills. For example, in the Second World War topic, pupils' literacy skills and knowledge are very well reinforced when they write about being evacuees.
- Children's entry levels into Reception vary year on year, mainly because of the small cohort numbers. The current cohort entered with average levels of skills and knowledge.
- Given their starting points, pupils across the school make good progress. This includes disabled pupils and those with special educational needs.
- In Reception and across the school, pupils achieve well in English and mathematics. Progress in reading for some pupils is outstanding.
- Ongoing assessment and progress reviews help ensure that those pupils joining the school other than in Reception progress in line with their peers.
- There is no apparent gender difference regarding attainment and progress in English and mathematics.
- In 2013, in Year 6, there were no pupils known to be entitled to the pupil premium. However, in-school tracking shows that such pupils are currently attaining above the national average, again in line with their peers.
- High attainers make good progress overall.
- All parents completing the online Ofsted parent survey believe their children make good progress.

### The quality of teaching is good

- Senior leaders, including the English and mathematics subject coordinators, give effective feedback to teachers, and this, together with peer observations, undoubtedly contributes to the improving picture of the quality of teaching.
- Teachers meet the individual learning styles of pupils well through delivering lessons with a good range of practical resources and activities. For example, in a phonics (linking letters with the sounds they make) lesson for younger pupils, varied activities including word cards and a game reinforced the pupils' knowledge of sounds.
- Pupils were highly motivated in an English lesson where drama was used to explore the characters from a textbook. A scene of a woman lying in the snow was replicated by the teacher and her assistants in the darkened hall. Pupils were encouraged to approach the lady and give their opinions about how they would react. From this, pupils developed a very good range of descriptive words.
- Adults have very secure subject knowledge. This allows for some good questioning, although on occasions there are missed opportunities to probe the knowledge of pupils more deeply. Planning does not always address this aspect in sufficient depth.
- Teaching assistants are deployed well and show their secure subject knowledge. In Reception session observed, the children, accompanied by an assistant, went outside and drew letters on the ground, on a blackboard and on paper. The assistant ensured the pupils sounded out the

words, modelling correctly where necessary.

- In a mathematics lesson for older pupils, there were excellent opportunities for pupils to discuss and show their understanding during a challenging 'maths talk' session delivered at good pace.
- In an English lesson, computers were made available to pupils for graphics and word processing. During work scrutiny there is evidence of pupils applying their information and communication technology skills to produce newspaper reports.
- Pupils are given time to respond to teachers' comments in marking. The challenge presented to pupils in English marking is good, but is rather inconsistent in mathematics.
- The spiritual development of pupils is well reinforced by the use of 'peaceful areas' in classrooms where reflection is encouraged.
- All parents completing the survey believe that their children receive good teaching.

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

- Pupils demonstrate an excellent approach to their learning. They are prompt to lessons, settle very quickly and remain on task for prolonged periods. They take the initiative during small group work and this helps ensure that their learning progresses.
- Such positive attributes, including their characteristics of resilience and perseverance when confronted with a problem, contribute extremely well to their good achievement levels.
- All parents who completed the survey and those spoken to agree their children are safe and looked after well. All pupils spoken to confirm this view; they feel extremely safe.
- Similarly, all parents completing the survey believe behaviour to be good. The pupils said that there are few incidents of, but that their lessons are not interrupted by, poor behaviour (which they describe as 'calling out'). Adults completing the staff questionnaire believe behaviour to be nothing else but good or better.
- Pupils know the meaning of bullying. With no prompting, they described the long-term nature of bullying incidents and said that this did not occur in the school.
- Pupils also describe in detail the dangers associated with the internet, and went on to discuss cyber bullying and the misuse of mobile phones.
- They have a very secure understanding about risk. This is the consequence of provision such as the visit from the harbour conservancy to explain the risks linked with water, and visits from the police and others.
- Through the 'Beyond the School Gates' outdoor programme, the pupils, during 'fire circle' activities, learn about the risks associated with fire. The programme has partly been designed to allow pupils to explore the outdoors and take considered risks.
- All parents believe their children are happy at school. Pupils tell of having 'many exciting things to do' and that lessons and learning 'are made fun'. In a mathematics lesson the pupils demonstrated their very positive attitudes and enjoyed the challenge of answering questions about regular and irregular shapes. In such ways, pupils make an exceptional contribution to their own learning.
- During lessons, but also in different social contexts, pupils show a healthy respect for adults and each other. In assembly they sat concentrating and listening carefully to others' suggestions associated with the theme of the needs of disadvantaged peoples overseas. As a result, these pupils show high levels of social and moral development.
- Attendance is above average.

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

- The highly effective headteacher has established a very clear vision for school development with the aim of ensuring that the pupils are successful, and enjoy and engage with their learning.

- This has meant a clear focus on improving teaching. Observations and feedback have helped, but professional development and visits that have taken place focused on researching and discussing what outstanding teaching looks like. This has then been applied in the school, for example in mathematics in the introduction of 'maths talk' and more open-ended activities in lessons.
- An increasingly wide range of leaders is involved in checking the school's work. Such monitoring is very well established. Consequently, a good evidence bank is built and accurate evaluation then takes place.
- Senior leaders, along with subject coordinators, have identified from their evaluations highly relevant actions for development which are having a positive effect on pupils' outcomes.
- The English coordinator has overseen a good move to support literacy across the curriculum. The early years leader has established an effective induction process praised by parents. There is also a focus on number work in Reception to meet the identified needs of the children.
- Subject action plans are in place, but not all identify success criteria which allow for progress towards the aims to be more accurately measured. Similarly, not all show clearly enough how the subject supports the whole-school development priorities. The school is addressing these aspects.
- Performance management is seen by staff as a good time for reflection. Targets set as part of this process have helped improve the quality of teaching and also pupils' progress. Evidence about how successfully teachers are meeting the targets is gained through lesson observations, work scrutiny and a very good focus on pupils' views.
- Continuing professional development is also a positive aspect of the performance management process. The move towards engaging pupils in their learning has been successful and results from professional development sessions.
- The good curriculum is very well enhanced. Pupils visit the British Museum along with local places of interest. This undoubtedly contributes to their enjoyment and also to their cultural development.
- The provision for physical education has been improved with the use of government funding. Parents comment on the effect of the extra multi-skills coaching as well as the sports clubs.
- Approximately 60% of pupils access a sports club. The inspector observed the early morning badminton club, where the positive effect on pupils' fitness, as well as their enjoyment, was witnessed.
- Partnerships with parents are extremely positive. The website, Monday Messenger, as well as the open-door policy, support the parents' belief that they all receive valuable information. They all believe that the school responds well to their concerns.
- Links with the locality or cluster of schools bring positive benefits. They benefit gifted and talented pupils, all pupils in the areas of sport, and training is provided for teachers.
- There has been light touch support from the local authority – mainly in providing opportunities for professional dialogue about aspects of the school's work.
- The funding and expenditure relating to those pupils entitled to the pupil premium are published. The positive effect of the expenditure is seen in the high levels of attainment of these pupils.
- **The governance of the school:**
  - Governors have a well-established cycle of when and how they check on the work of the school. Visits, pupil conversations, briefings from school staff, the consultation of documentation and progress data help ensure they know the work of the school. However, written reports of their learning visits tend to be descriptive rather than evaluative. Their secure knowledge of the school helps them make challenges, for example questioning the effect of the mixed-age class of Reception and Year 1 pupils. Governors fully support the drive for further improvement. Whole-school performance management targets have been well used, for example, to improve progress rates and teaching. They have a secure knowledge of the effect of the expenditure of the pupil premium funds.

- Statutory responsibilities are met with special attention given to aspects such as health and safety, safe recruitment and safeguarding.

## 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>	125976
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	429620

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	109
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Liz Wilson
<b>Headteacher</b>	Claire Murphy
<b>Date of previous school inspection</b>	4 February 2009
<b>Telephone number</b>	01243 572380
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