

# Easebourne Church of England Primary School

Wheelbarrow Castle, Easebourne, West Sussex, GU29 9AG

**Inspection dates** 8–9 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Pupils do not always make good progress between Year 1 and Year 6.
- Too few pupils make good progress, especially in reading and mathematics.
- Teaching is still not good because teachers' expectations of what pupils can achieve are sometimes too low.
- The teaching of phonics (the sounds that letters make) is not taught consistently well enough. Reading is not yet given a high enough priority in the school.
- Pupils, including the most able, are not always regularly given work that stretches them to do their best.
- Pupils are not given enough opportunities to apply their mathematical skills and in order to deepen their understanding.
- Marking is inconsistent. Pupils have too few opportunities in lessons to act on the guidance given by their teachers to improve their work.
- In lessons that do not fully engage pupils, their behaviour sometimes disrupts the learning for others and rates of progress slow.
- Senior leaders do not set teachers' targets with sufficient rigour to speed up the rate of school improvement.
- The role of subject leaders has not developed quickly enough for them to have sufficient impact on improving teaching and learning.
- The governing body recognises that achievement is not good enough and it does not hold school leaders fully accountable for raising standards at the school.

### The school has the following strengths:

- Children's learning gets off to a good start in the Early Years Foundation Stage.
- Standards in writing are improving rapidly and it is promoted well in the school.
- Pupils feel safe. The care and welfare of pupils is central to the school's work.
- Pupils enjoy coming to school and their attendance is above average and rising.
- Pupils have good opportunities to participate in sporting, musical and artistic events.
- Staff morale is high. They work well together and respond positively to change.

## Information about this inspection

- The inspectors observed learning in 16 lessons taught by eight teachers. Two lessons were observed jointly with the headteacher. Inspectors also looked closely at pupils' work with subject leaders.
- Inspectors talked with pupils and listened to some Key Stage 1 and Key Stage 2 pupils reading.
- Meetings were held with staff, four members of the governing body, a representative of the local authority and the Diocese of Chichester.
- Inspectors looked closely at school documentation, including minutes of meetings of the governing body, the school's analysis of how well it is doing and its improvement plan. They reviewed documents relating to behaviour and safeguarding and the school's data on pupils' progress.
- Inspectors took account of the 44 responses from parents and carers to the online questionnaire, Parent View. They also had informal conversations with some parents and carers at the end of the school day and considered three letters received from parents and carers.
- The inspectors took account of the 18 responses to the staff questionnaire provided by Ofsted.

## Inspection team

Gianni Bianchi, Lead inspector

Additional Inspector

Elizabeth Cole

Additional Inspector

## Full report

### Information about this school

- Easebourne Church of England Primary School is smaller than average in size. There are seven classes from Reception to Year 6.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for pupils known to be eligible for free school meals and children who are looked after, is well below the national average.
- Nearly all pupils are White British with very few pupils who speak English as an additional language or come from minority ethnic backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.
- The current headteacher is retiring at the end of this academic year and a new one has been appointed.

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

- Improve teaching so that it is consistently good or outstanding by:
  - increasing teachers' expectations of what pupils can achieve and always setting work that is hard enough for pupils, particularly the most able
  - eliminating all distractions and instances of poor behaviour during lessons to ensure that pupils are always fully absorbed in their learning
  - giving pupils more opportunities in lessons to act upon the advice given to them in their teachers' marking so that they fully understand how to improve their work.
- Raise achievement in reading and mathematics by ensuring that:
  - reading is given a higher priority and a wider range of reading materials is provided for pupils to choose from, thereby fully developing their love of reading
  - the quality of phonics teaching is consistently good across the school to support better rates of progress in reading
  - teachers plan more opportunities for pupils to apply their mathematical skills in a range of other subjects to deepen their understanding.
- Improve leadership and management by:
  - increasing the rigour and precision of the targets set for teachers in order to improve the quality of teaching and raise pupils' achievement more rapidly
  - developing the roles of subject leaders so that they can check and evaluate their subjects and accelerate rates of progress for all pupils
  - making sure the governing body fully challenges the senior leaders of the school to secure rapid improvements in standards.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils in Years 1 to 6 do not make rapid enough progress from their starting points. This is because leaders do not always make sure that teaching is challenging enough to raise pupils' achievement. The most able pupils are not always given work that stretches them to do their best and this limits their progress.
- Over time, national tests have shown that by the end of Year 6, pupils' progress is below that expected for their age, particularly in mathematics and reading.
- The teaching of phonics (the sounds that letters make) is inconsistent. The proportion of current Year 1 pupils reaching the expected level in the phonics screening check is below the national average.
- Reading is not given a high enough priority throughout the school. There are insufficient opportunities for pupils to read a wider variety of reading materials and enrich their enjoyment of reading. Some older pupils told inspectors that they would like more books to read.
- Children enter the school with skills and knowledge typical for their age. When they leave the Reception class they are well prepared for Year 1. This is because the teaching meets their needs well.
- In the 2013 national assessments, pupils in Year 2 and Year 6 attained standards that were broadly average and some reached the highest levels in writing and mathematics. Improvements in the quality of teaching and the school's information on achievement show that current pupils are making faster rates of progress, particularly in writing. Current Year 6 pupils have made good progress from their starting points at the end of Key Stage 1 and are working at levels above those expected nationally in writing.
- In this school, additional funding is used well to support individual pupils by providing extra support for those pupils who need it. Numbers are too small to enable comparisons with other pupils.
- In Years 1 to 6, the progress of disabled pupils and those with special educational needs is closely scrutinized and shows that most now make good progress. Teaching assistants provide good support and skilfully question pupils to help them think through their learning and gain in confidence.
- Since the previous inspection teachers have become more accountable for the progress pupils make. This ensures that everyone has an equal chance of success and is preparing them for secondary education. This includes the small number of pupils from minority ethnic backgrounds and those who speak English as an additional language.

### The quality of teaching

### requires improvement

- The quality of teaching, especially in reading and mathematics, is variable between Reception and Year 6. It requires improvement because it has not resulted in sustained good progress for all pupils. Some teaching does not sufficiently motivate pupils' interests. On these occasions, time is wasted and some pupils do not behave well. This slows their progress.
- Generally most pupils enjoy learning and say 'Teachers help us to make progress.' Where teaching effectively stretches and challenges pupils over time they make better progress. For example in a Year 6 lesson where pupils were writing play scripts, it was clear to pupils what was expected from them and this helped them to be successful. This kind of practice does not happen enough in other year groups and some pupils told inspectors that their work was too easy.
- Marking of pupils' work has improved. Teachers celebrate pupils' achievement and regularly provide guidance on how to improve their work. However, they do not always make sure that pupils follow the good advice given so that they fully understand how to improve their work.

- The work in pupils' books clearly shows that basic skills are taught through all subjects. Staff training has helped teachers include writing skills in topic teaching. However, pupils are given too few opportunities to develop and apply their mathematical skills in other subjects.
- Where pupils make best progress teachers are quick to notice when pupils find new skills, knowledge and understanding difficult and build in time for pupils to practise and reinforce their learning. For example, Year 4 pupils were given more time in a science lesson to develop their understanding of identification keys because the teacher's good questioning skills showed that their learning was not yet secure.
- There is some specialist teaching, for example, in French and music. As a result, pupils are given expert knowledge in these subjects.
- Classrooms are tidy. The quality of work on display is impressive and includes helpful advice of which pupils make good use.
- The majority of parents and carers who expressed an opinion felt that their child is taught well and makes good progress.

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

### **require improvement**

- The behaviour of pupils requires improvement. In lessons where pupils are not sufficiently challenged, behaviour dips and prevents others from learning and making the progress they should.
- Pupils who spoke to inspectors said that sometimes behaviour in lessons was not good and that 'pupils mess around'. They also said that their teachers deal with it well. Some parents, carers and staff shared this view that behaviour is not good.
- In the playground, pupils play well together. Older pupils help younger pupils through a 'play leader' scheme.
- Pupils are polite and well mannered. The relationships among pupils and between pupils and adults are good.
- The school's work to keep pupils safe and secure is good. Pupils told the inspector that they enjoy coming to school and feel safe at all times. This is because adults take good care of them.
- Pupils say that bullying is rare and they are confident that teachers tackle it quickly and effectively when it does happen. Discrimination is not tolerated in any form.
- Pupils are aware of the different types of bullying including how to keep themselves safe on the internet.
- Assemblies give pupils time for reflection and to learn about safe and unsafe situations.
- Attendance has improved and is above the national average. There have been no exclusions for the past three years.

### **The leadership and management**

### **require improvement**

- The leadership and management require improvement because they have not led to consistently good teaching or achievement over time. Improvements in writing across the school and in attendance indicate that the school has the capacity to further improve.
- Since the previous inspection, checks on pupils' progress and observations of lessons carried out by the senior leaders provide teachers with accurate feedback on their performance. However, the targets set for teachers to improve their performance are not always rigorous and precise enough to improve the quality of their work and raise pupils' achievement more rapidly.
- The school is developing the role of subject leaders. However, they still do not play a full part in improving the school, especially in checking and improving the quality of teaching in their subject areas. As a result pupils' achievement is variable between subjects.
- Pupils learn a good range of subjects, which develops their spiritual, moral, social and cultural understanding well. The recently introduced Forest School is having a big impact on pupils'

spiritual development as they become more curious about the world around them. Through the topics they learn and assemblies, pupils have opportunities to explore and appreciate different faiths and religions. Trips, attendance at local musical and sporting events and after-school activities, such as fencing, enrich pupils' learning and broaden their experiences.

- The sports funding is used effectively to employ coaches to teach physical education and promote active engagement in sports. Early indications are that pupils' participation in sport is increasing and the self-esteem of pupils who would otherwise not take part is improving.
- The school has benefited from the local authority's effective and valuable advice, support and challenge to support its drive to improve the quality of teaching and learning.
- The school has begun to work with its cluster of other primary schools. This is beginning to have a positive effect on improving the quality of teaching and learning, such as joint staff meetings to moderate pupils' progress.
- The school ensures that all statutory safeguarding requirements are fully met.
- **The governance of the school:**
  - Governors bring a wealth of expertise and are committed to making Easebourne a good school. Since the previous inspection, the governing body has provided effective challenge but this was not always acted upon by senior leaders. They have recently carried out more regular visits and are working closely with staff to see for themselves the quality of teaching and pupils' achievement. They are fully aware that both require improvement and that they need to further challenge the senior leaders of the school to ensure rapid improvements in standards. Governors set challenging targets for the headteacher which are closely linked to school improvement. However, this year they have not rigorously checked this to evaluate their impact on pupils' learning. They understand procedures for linking pay awards to the quality of teachers' work and have a good understanding of the school's finances.

## 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>	126003
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	442478

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>	194
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoff Coulson and Ann Marchand
<b>Headteacher</b>	Arthur Bain
<b>Date of previous school inspection</b>	2–3 October 2012
<b>Telephone number</b>	01703 813266
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