

# Sidlesham Primary School

Keynor Lane, Sidlesham, Chichester, PO20 7NL

**Inspection dates** 21–22 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Leadership and management are outstanding. Since the previous inspection, the new headteacher has resolutely driven forward the school's successful bid to improve.
- The strong partnership and considerable experience of the headteacher and deputy headteacher have rapidly and effectively improved teaching and achievement.
- Governors challenge and support all leaders very well, ensuring that the determined effort to secure better standards of teaching and achievement has been very successful.
- An almost completely new staff team since the previous inspection has resulted in consistently good teaching. Standards have risen rapidly, especially in the last year. They are now above average in reading, writing and mathematics.
- All groups of pupils make good progress. By the end of Year 6, pupils very competently acquire the skills they need in literacy and numeracy to prepare them well for secondary school.
- Pupils say they feel very safe in school and that it is 'just like belonging to a big family'
- The school's provision to support disabled pupils and those who have special educational needs is well organised and fully meets pupils' needs. From their various starting points, these pupils make the same good progress as all other pupils.
- The school uses the pupil premium well to support the needs of disadvantaged pupils. The gap in attainment between disadvantaged pupils and all other pupils has closed by Year 6.
- Exciting and creative ways of planning and teaching different subjects make a significant contribution to pupils' improving progress. Pupils' eagerness to learn and exemplary behaviour are a direct result of this.
- The school's strong provision for pupils' spiritual, moral, social and cultural development underpins the high level of mutual respect and excellent relationships that exist between all adults and pupils.
- The school's rigorous safeguarding procedures keep pupils safe and secure, ensuring that they are well looked after. This view is supported by parents and carers.

### It is not yet an outstanding school because:

- Some teachers do not have all the skills they need to raise achievement further.
- In some lessons the most able pupils do not begin their challenging tasks soon enough.
- In some classes, teachers do not give pupils time to act upon marking and correct their mistakes so pupils do not develop their skills as quickly as they might.

## Information about this inspection

- The inspector looked at learning in 10 lessons and observed six teachers. Teaching assistants were observed working with individual pupils and small groups. The inspector attended an assembly, talked to pupils about their work and life at school, and heard individual pupils from Years 2, 4 and 6 read.
- A wide range of documents was scrutinised, including systems for checking progress, records relating to behaviour and attendance, safeguarding procedures and analysis by the school of how well it is doing and how it plans to improve. Records of checks on the quality of teaching and the minutes of the governing body meetings were examined.
- The inspector looked at samples of pupils' work across a range of subjects and classes, especially writing and mathematics.
- Meetings were held with members of the governing body, school staff and groups of pupils. Individual pupils were spoken to in lessons and around the school. A meeting took place with a school adviser from the local authority.
- Questionnaires from 12 members of staff were analysed and considered.
- The inspector took account of the views expressed in the 21 online responses from Parent View and informal meetings with parents and carers at the school during the inspection.

## Inspection team

Anna Sketchley, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Sidlesham Primary School is smaller than the average-sized primary school. Most pupils attend from the local area.
- Children attend the Reception class on a full-time basis.
- Pupils in Years 2 and 6 are taught in single-age classes and all other pupils are taught in mixed-age classes.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium is below that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- Most pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There has been a significant change to staffing since the previous inspection. All teachers, except one, have been appointed to the school since September 2013.

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

- Raise achievement and improve the quality of teaching by:
  - sharing the outstanding practice that exists in the school to raise achievement
  - ensuring that the most able pupils begin their challenging tasks quickly so that they make the best possible progress
  - ensuring that pupils are given time to act upon teachers' marking, correct their mistakes and develop their skills more quickly.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher's determined action to raise expectations, eradicate weak teaching and develop leaders has rapidly and effectively improved standards since the previous inspection. A strong partnership has developed between the headteacher and the deputy headteacher. Their relentless focus on securing good teaching is quickly ensuring that pupils now achieve well in reading, writing and mathematics.
- Establishing high expectations in all aspects of the school's work has been at the heart of the headteacher's drive to improve the school. Pupils enjoy lively and interesting learning because the headteacher has reviewed the organisation of subjects and the way they are taught. This, together with the importance the school places on the value of respect for self and others, has improved pupils' behaviour and relationships. A very positive climate for learning has been created where all pupils now work hard and flourish.
- Teachers' performance and pupils' learning are regularly and robustly checked to ensure that pupils make the best possible progress. There is no doubt among the new team of teachers, established since the previous inspection, as to leaders' expectations.
- The school knows that, although teaching is good, there is still room for improvement. Where help has been required to hone teaching skills, this has been speedily provided. The school is not yet using all of the expertise of the most successful teachers to best effect in supporting those who are less skilled.
- The headteacher and governors have benefited from regular, good advice from the local authority, helping the school to improve middle leadership quickly. Changes to the leadership of English and mathematics and appropriate training have secured knowledgeable middle leaders. Robust systems now exist for checking the effectiveness of provision in reading, writing and mathematics across the school.
- The school's successful improvement in raising achievement, the quality of teaching and pupils' behaviour since the previous inspection show that it has the capacity to improve further. Governors have improved their skills and now consistently challenge and support the school in its bid to become outstanding.
- Disadvantaged pupils benefit from well-planned use of the pupil premium. They are sensitively supported. Along with all other pupils, they are not discriminated against and enjoy an equal opportunity to take a full part in all that the school offers.
- The development of an exciting curriculum, characterised by an emphasis on creative, first-hand, practical experiences, makes a substantial contribution to pupils' outstanding attitudes and eagerness to learn. The school's excellent outdoor grounds are used exceptionally well to provide pupils with exciting learning. Pond dipping, growing their own fruit and vegetables and developing teamwork and independence through 'Forest School' activities provide stimulating opportunities. Residential visits, day visits, such as visiting the London Science Museum by train, and visitors such as African Drummers and West End performers present pupils with excellent opportunities to practise their literacy and numeracy skills. The high standard of pupils' artwork is a particular strength of the school.
- The many responsibilities that pupils take on at school, such as being members of the Eco and school councils, provide them with good opportunities to learn about democracy and British values. During the inspection, all pupils were involved in the 'rights respecting' agenda through a Global Education Day. They studied, for example, what it was like to live in Guatemala where you may not be able to enjoy an education.
- Pupils have a good understanding of the cultural diversity that exists in Britain and are well prepared for life in modern Britain. For example, in assemblies pupils are taught the skills of respecting, celebrating and welcoming the differences of other cultures. They take every opportunity to bring their opinions to the notice of, for example, their Member of Parliament, writing to raise issues important to them such as the right of all people to have their voices heard.
- Leaders ensure that the primary physical education and sport premium is well used. As a result, teachers' skills have improved and they now offer a wider range of sporting activities. Pupils show increased participation and enjoyment in after-school activities and competitive sports with local schools. An experienced dance teacher is providing an exciting opportunity for pupils to enter a dance festival in a theatre in a nearby town. Through all these activities, pupils show a good understanding of what it means to live a healthy lifestyle.
- Discussions with parents and carers during the inspection and Parent View reveal that the school engages with parents and carers very well. Parents and carers appreciate the workshops the school runs for mathematics and literacy and speak forthrightly about the school's recent improvement.
- Pupils are very well cared for and safeguarding procedures are strictly adhered to by all school staff.

Governors ensure that policies and procedures fully meet all requirements. As a result, pupils are very safe in school and parents and carers fully support this view.

### ■ The governance of the school:

- Governors carry out their duties diligently. They have undertaken considerable training since the previous inspection. This has helped governors to hone their skills and play a full part in checking the school's performance. Currently they have reorganised the way the governing body works to ensure that all governors, especially those who are new to governance, are fully up to date with school information. Governors are linked to both subject leaders and classes and much of their knowledge about the school is collected first hand. This very good knowledge about the school's strengths and weaknesses assists them in asking challenging questions about its performance. This is helping the school to improve further. By gathering information about how well pupils are progressing, and applying it to what they know about the quality of teaching, governors keep a careful check on pupils' achievement. They are fully aware of the management of teachers' performance and how this is used to not only reward good teaching but also to eradicate weaknesses in relation to pupils' progress. Governors ensure that the headteacher's annual objectives are regularly checked and rigorously reviewed.

## The behaviour and safety of pupils are outstanding

### Behaviour

- The behaviour of pupils is outstanding. School records show that exclusions, challenging behaviour and bullying are all extremely rare.
- The school's high expectations of pupils result in mutual respect between each other and adults. Pupils follow the excellent role model of staff, showing courtesy and politeness towards one another and to visitors.
- Pupils behave impeccably in assembly, around the building and on the playground where play leaders ensure that they all get along very well together.
- Pupils confirmed that behaviour has improved significantly and that very good behaviour in class means 'we can all learn properly'. No low-level disruption of any kind was observed in lessons during the inspection. Pupils' willingness to engage fully in all activities supports their good achievement very well.
- Pupils are proud of their school and of the opportunities they have to take on responsibilities as prefects and members of various councils. They take their responsibilities very seriously. This makes a very positive contribution to their personal development.
- The school is a very happy and harmonious place in which to work and learn.

### Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school and secure within its family, knowing that they can approach any adult for help should they need to.
- Pupils are very clear about the different types of bullying and how to deal with them, but say very firmly 'There is no bullying here.' They say teachers would be very quick to deal with anyone who is being unkind. Pupils quickly denounce derogatory language and any kind of discrimination.
- Reminders about computer safety and risk assessments for visits and 'Forest School' activities are regularly built into the curriculum to ensure pupils' full involvement in safety routines.
- The school rigorously protects pupils through robust safeguarding systems for reporting concerns about pupils' well-being and the vetting of staff. Pupils have an excellent understanding of their right to be safe and what impact this has upon their learning.

## The quality of teaching is good

- Teaching over time is consistently good. This is confirmed by pupils' rapidly rising standards. Pupils really appreciate the interesting and engaging lessons teachers prepare for them. They show this through their very good concentration and eagerness to learn.
- The very strong relationships teachers forge with pupils and their high expectations of pupils' work and

behaviour create a very positive classroom atmosphere, encouraging pupils to do their best. The pride pupils take in the presentation of their work is testament to this.

- Pupils use the information displayed on classroom walls particularly well. This encourages them to try to solve their own problems when they are stuck. They know that teachers and teaching assistants will always help if necessary. Pupils also work together well, giving each other the confidence to 'have a go' at challenging activities, helping each other to make good progress.
- Teachers' strong subject knowledge means that they teach basic literacy and numeracy skills well. Their good questioning skills help them to probe and assess pupils' understanding and quickly move them on in their learning. This strength was observed in a mathematics lesson when pupils were learning to use a number line correctly. By careful questioning, the teacher checked pupils' understanding, finding out which pupils knew how to use the number line differently for addition and subtraction. Having assessed their knowledge and skills, the teacher knew exactly which tasks to assign to different groups of pupils.
- When reading to the inspector, pupils were very proficient at using the skills they had been taught to tackle unfamiliar words.
- Writing is taught well. In a writing lesson learning to use similes, the less-able pupils made very good progress by talking through their ideas before beginning to write. During a short time to check learning, pupils' hands shot up when they heard a simile in another pupils' writing.
- However, teachers do not always have the skills to adjust tasks exactly to suit pupils' learning. Occasionally, more challenging tasks for the most able pupils are not provided quickly enough and they mark time with tasks they can already do. This means that they do not make the rapid progress of which they are capable.
- Pupils' work is marked thoroughly with helpful comments telling them how to improve their work. However, they are not always given time to act upon these comments by correcting errors and practising techniques, so they do not make the quickest progress they could.
- Disabled pupils and those who have special educational needs and disadvantaged pupils are supported well in their learning by both teachers and teaching assistants.

### The achievement of pupils

is good

- There has been significant improvement in the achievement of children in the early years since the previous inspection. This is being built upon successfully in Years 1 and 2 where standards are now above average.
- Phonics (the sounds that letters represent) is now systematically and correctly taught. This is supporting pupils' reading and writing well. Pupils read with increasing confidence, fluency and expression because of the strong emphasis placed upon learning to read and enjoying books.
- In the 2014 national tests, standards in Year 6 were below average in reading, writing and mathematics. Despite improvements in teaching that year, standards for these pupils were still adversely affected by a backlog of underachievement.
- School information shows a rapid improvement in attainment in Year 6 this year and throughout Years 3 to 5, as pupils have had more time to catch up quickly in their basic skills. Pupils' performance is improving rapidly because of continuing good teaching and firmly secure initiatives. Standards are above national expectations in Year 6 this year in all three areas of reading, writing and mathematics.
- All pupils in Year 6 this year are making the progress expected nationally, and the percentage making better than expected progress considerably exceeds that expected nationally in all three subjects.
- Evidence in pupils' books and school information show that the most able pupils are making good progress across the school. They are reaching levels that are above those expected nationally in reading, writing and mathematics. This is as a result of challenging teaching. Some of the most able pupils are reaching levels that are much higher than expected. Occasionally, the most able pupils do not begin their more challenging tasks quickly enough and this means that they do not make the rapid progress of which they are capable.
- During the inspection, pupils in Year 6 made exceptional progress in their study of the plight of women in Guatemala while following the theme of Global Education. The most able pupils demonstrated excellent research skills and used their computer skills very well, producing an electronic presentation by the end of the day.
- In 2014, the attainment of disadvantaged pupils in Year 6 was three terms behind that of other pupils in the school in mathematics, four terms behind in writing and similar in reading. Compared with other pupils nationally, disadvantaged pupils were two terms behind in all three subjects.
- This year, school information shows that strategies to improve the attainment of disadvantaged pupils

have successfully closed the gap in attainment between these pupils and their classmates. Their attainment in all three subjects is similar to that of all other pupils in the school. Throughout the school, the learning of disadvantaged pupils is accelerating and gaps in their attainment are closing.

- Disabled pupils and those who have special educational needs make the same good progress, from their various starting points, as all other pupils in the school. This is because they are well supported in class with appropriate tasks that meet their various needs.

### The early years provision

is outstanding

- Children begin Reception with skills and knowledge at levels lower than those typical for their age in some areas of learning, especially mathematics. They make exceptional progress because of outstanding provision. By the end of the Reception Year the proportion of children reaching a good level of development is well above the national average.
- The leadership and management of the early years are outstanding. An extremely safe, secure, caring and warm welcome awaits both children and parents and carers. Parents and carers say they know their children are very well cared for. This leads to children themselves feeling very safe and secure.
- Well-established routines mean that children quickly become confident in their surroundings and benefit considerably from the excellent role model offered by Year 1 pupils.
- Adults know children's interests and learning needs exceptionally well because procedures for checking how well they are doing are very secure. Information is used continually to plan the next steps in their learning. This makes a significant contribution to children's outstanding achievement.
- Children's work is collected and beautifully presented in a variety of books including a valuable 'learning journey' of each child's first year at school, to which parents and carers contribute.
- Teaching is outstanding. Very carefully planned activities for the early years children provide stimulating, exciting and appropriate learning across all areas of learning. Many photographs show children learning effectively. Examples include children putting on puppet shows, retelling stories, learning to use a knife while making sandwiches, experimenting with new tastes while eating noodles, and re-enacting their visit to a farm using small-world toys.
- During the inspection, children were observed learning to recognise different coins. They were totally engaged when using fans with pictures of coins which they held up for the teacher to check. They enjoyed further challenge as they successfully used real coins to make 10p in different ways.
- During a writing time, using a poem as a model for writing, the most able children showed their outstanding achievement. They used their very good knowledge of sounds to spell common words and used capital letters and full stops as they wrote their own sentences.
- During activity times, children displayed their independence, obvious enjoyment and outstanding behaviour as they shared, cooperated and played together. They quickly organised themselves in the painting area and took turns at the computers, showing competent 'mouse' skills. In the outside area they used the wheeled toys safely to strengthen their muscles and had great fun bowling large tyres along to find missing coins.
- The outstanding provision in the early years prepares children very well for Year 1.



## 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>	125853
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	462351

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	115
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Malcolm Foster
<b>Headteacher</b>	Alison Bardsley
<b>Date of previous school inspection</b>	12–13 June 2013
<b>Telephone number</b>	0124 364 1238
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