

# Petworth C of E Primary School

South Grove, Petworth, GU28 0EE

**Inspection dates** 11–12 June 2015

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

## Summary of key findings for parents and pupils

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

- Too few pupils make good progress. The work in pupils' books is not always good enough in quality or quantity, particularly in Years 3, 4 and 5. Some work is not well presented.
- Teachers do not always have the highest expectations regarding what pupils can achieve. They often set work that does not challenge pupils to do their best. Sometimes work is either too easy or too difficult.
- Pupils do not get enough chances to write at length or to plan and edit their work. Teachers do not always ensure pupils understand the different methods of calculation in mathematics.
- Teaching in the early years is not consistently strong to ensure that children make the best possible progress.
- Leadership and governance have not been rigorous enough in ensuring that data on pupils' attainment and progress are used effectively. Middle leaders have not always ensured that teachers' assessments of how well pupils are doing are accurate.
- Action plans for improving the school do not enable leaders and governors to measure how well teachers are performing.
- Leaders and governors do not always check how money allocated for the pupil premium is distributed for the benefit of all eligible pupils.
- Leaders have not ensured that lunchtime arrangements are always orderly and behaviour is good.

### The school has the following strengths

- The school is improving and progress in Key Stage 1 is stronger. By the end of Key Stages 1 and 2, standards are starting to rise. Progress in Year 6 is good. The teaching of reading has improved. Marking is now more effective.
- Governors know about the quality of teaching. They actively challenge the school's leaders to accelerate the rate of improvement.
- Pupils' spiritual, moral, social and cultural development is promoted effectively. Pupils are well prepared for life in modern Britain.
- Pupils feel safe and they are well cared for. The school is effective in looking after the needs of those pupils who have social and emotional needs.
- Leaders have risen to the challenge of staff turnover. They have temporarily taken on numerous additional roles, including the management of English and mathematics. They are aware of the need to check performance more closely and know what needs to be done to improve the quality of teaching and pupils' achievement.

## Information about this inspection

- Inspectors observed learning in 13 lessons and part lessons. Some were observed jointly with the headteacher. In addition, the inspectors heard pupils read in Years 2 and 6.
- Meetings were held with a group of pupils and school staff. There was a discussion with the Chair of the Governing Body and two other governors. A meeting was held with a representative from the local authority.
- Inspectors took account of 29 responses to the online questionnaire, Parent View. Other sources of parental views that were considered included the school's own recent survey and correspondence from parents to the inspectors. There was a discussion with parents at the end of the school day.
- Inspectors observed the school's work and analysed a wide range of documents and policies, including the school's own information about pupils' current progress and the quality of teaching and learning. They also examined records relating to behaviour, attendance and safeguarding.
- The views of staff were analysed through the 24 responses to the staff questionnaire

## Inspection team

Elizabeth Bowes, Lead inspector

Additional inspector

Peter Thrussell

Additional inspector

## Full report

### Information about this school

- Petworth Church of England Primary School is smaller than the average-sized primary school.
- Most pupils are White British.
- The proportion of disadvantaged pupils supported through the pupil premium is below the national average. Pupil premium is additional funding provided by the government for pupils known to be eligible for free school meals and those who are looked after by the local authority. In 2014, there were very few pupils in Year 6 eligible for support.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The early years provision consists of two full-time Reception classes.
- In 2014, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- There has been considerable staff turbulence and at the time of the inspection three of the seven class teachers were supply staff. There are very few middle leaders. The management of mathematics has been taken over temporarily by the headteacher. The management of English has been taken over by the acting deputy headteacher, who is also responsible for Key Stage 1 and special educational needs.

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

- Improve the quality of teaching so that all groups of pupils make at least good progress by ensuring that teachers:
  - have the highest expectations regarding what pupils can achieve and set work that is consistently challenging and closely matched to pupils' abilities
  - ensure that pupils always produce well-presented work of high quality and quantity in all subjects, particularly in Years 3, 4 and 5
  - always give pupils enough chances to write at length and plan and edit their work
  - put more focus on helping pupils understand different methods of calculation in mathematics
  - enable children in the early years to make the maximum progress that they can.
- Improve the effectiveness of leadership and management by ensuring that:
  - middle leaders regularly monitor the accuracy of each teacher's assessment of how pupils are doing and that senior leaders use data more effectively to analyse the attainment and progress of pupils
  - lunchtime arrangements are more orderly and behaviour is good
  - action plans to bring about improvements, including the performance management of teachers, enable leaders and governors to measure their success
  - leaders and governors make more effective checks for the pupil premium to be more closely aligned to the needs of all eligible pupils.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management

### require improvement

- Progress since the last inspection has dipped because the school has experienced a period of staffing instability. This has had an impact on the pace of necessary improvements and the effectiveness of leadership and management in creating a culture of good teaching, behaviour and achievement.
- Senior leaders do not use data effectively enough to analyse the attainment and progress of pupils. The way leaders measure good progress varies between year groups and this results in some confusion by leaders and governors as to which pupils are doing well. In some classes, teachers do not always accurately assess how well pupils are doing. Those senior leaders who are currently fulfilling middle leadership roles do not regularly cross check the data that teachers provide against the progress seen in books.
- The school is aware of its strengths and weaknesses and correctly judges itself to be requiring improvement. However, the action plans to bring about the necessary improvements do not have the means by which leaders and governors can evaluate future success. This particularly applies to measuring how well teachers are performing.
- Leaders check the impact of pupil premium funding on disadvantaged pupils and, overall, the gaps in attainment between these pupils and their classmates are closing. This is because of additional help through small-group support and individual tuition. However, expenditure is heavily focused on Key Stage 1 and, as a result, other eligible pupils, particularly in Years 3 and 4, have less spent on their needs. This slows the amount of progress disadvantaged pupils make in these year groups.
- Parents are generally positive about the school. However, both parents and pupils expressed concerns about the school's lunchtime arrangements. During the inspection these were seen to be disorderly.
- The few remaining middle leaders are effective and are working hard to support their colleagues and drive forward further improvements.
- The primary physical education and sport premium funding is used well to employ specialist teachers of physical education to work alongside existing staff. Links with a local schools partnership provide a large range of tournaments and events. The impact of the funding is that pupils are more active, and this enhances their well-being. Many pupils said how much they enjoyed the summer games. More pupils are now taking part in sporting activities and their sporting skills have improved.
- The subjects pupils learn are interesting and staff plan well for pupils' spiritual, moral, social and cultural development. Pupils expressed a real enjoyment of 'Forest School', where they go into the woods and learn about nature there. The school works effectively to promote British values and pupils are well prepared for life in modern Britain. Pupils learn about Christianity and other world faiths. They learn about the culturally diverse nature of Britain. The school has strong links with a school in Brixton and pupils reported how much they enjoyed visiting Brixton market. The school successfully fosters good relations. Equal opportunities are well promoted and discrimination of any form is not tolerated. Environmental awareness is encouraged through the eco-council. Pupils are encouraged to develop their understanding of democracy; this was demonstrated when they voted for the members of the school council.
- The local authority is aware of the need to stabilise staffing and has made available some additional resources for September 2015. Additional funding provided by the local authority for improving progress in Key Stage 2 last year has had a positive impact.
- The school has effective arrangements for safeguarding pupils and ensuring that child protection meets statutory requirements. All staff receive regular training and support for the most vulnerable pupils, including those with social and emotional needs, is good.
- **The governance of the school:**
  - Governors rely on data provided by the school regarding the progress of pupils and therefore their view of how pupils are doing is sometimes too generous. However, they are very aware of the quality of teaching in the school and of the need to ensure a more stable staffing structure. They know about the procedures for managing teachers' performance. They are keen to reward good teaching and have a clear understanding of what to do to tackle teacher underperformance.
  - Although governors have checked the impact of the pupil premium funding, they have not ensured that the money is fairly distributed between eligible pupils in Key Stage 1 and Key Stage 2.
  - Governors are well aware that the school requires improvement. Minutes of their meetings show that they are actively challenging leaders to quickly improve the school.

**The behaviour and safety of pupils** require improvement**Behaviour**

- The behaviour of pupils requires improvement. In some lessons, when a task is not well matched to the abilities of pupils, behaviour can suffer. Pupils are sometimes easily distracted from their learning and this is when the quality and presentation of their work deteriorate.
- Behaviour at lunchtime requires significant improvement. The dining hall is very noisy and children were observed to be walking around holding food in their hands. Some do not use the cutlery provided. A few pupils were observed to be pushing into the queue.
- In other lessons, when tasks are interesting and well matched to their needs, pupils really enjoy their learning. One boy said, 'I really enjoy reading about different places in the world; I know I want to travel a lot when I grow up.'
- Relationships between pupils and adults in classes are usually good. Pupils routinely discuss ideas with their partners.
- Attendance is broadly average and this has been the case for several years. Effective systems ensure that pupils attend frequently. Staff closely monitor absence patterns and work effectively with families to promote regular attendance.
- Pupils say that behaviour has not really changed much. Records indicate that there are few major incidents of poor behaviour. There have been no exclusions.

**Safety**

- The school's work to keep pupils safe and secure is good.
- Checks to make sure that adults can work with children are carried out carefully. All staff have completed relevant training aimed at protecting and safeguarding children.
- All pupils questioned said that they feel safe in school. Most parents who responded to the Parent View questionnaire agreed that their children felt safe at school.
- Pupils say that bullying in the school is rare but they know who to go to should it occur. Assemblies and personal, social and health education promotes their understanding of bullying, including the different forms it can take. Pupils could talk knowledgeably about physical, racist and cyber bullying.
- Pupils understand how to keep themselves safe outside of school; they know how about the dangers when using the internet and when travelling on public transport.

**The quality of teaching** requires improvement

- Teaching requires improvement because it has not been good enough for pupils to make consistently good progress.
- Teachers, both supply and permanent, do not have the highest expectations about what pupils can achieve. They do not always set work that fully challenges pupils to do their best. Sometimes work provided is either too easy or too difficult and this affects pupils' concentration and engagement with the lesson. In some classes, particularly in Years 3, 4 and 5, work is not well presented. Sometimes there is not enough work in books to enable teachers to make an accurate assessment of progress.
- Pupils do not have enough chances to write extensively, and this affects how quickly they develop their writing skills. They do not have enough opportunities to plan and edit their work.
- In mathematics, in some lessons, pupils do not always understand how to use different methods of calculation because it has not been explained clearly enough to them.
- Where teachers show higher expectations, such as in Year 6, work is well presented and it is easy to see the good progress that pupils are making.
- The teaching of reading has improved recently and pupils are taught phonics (letters and the sounds they represent) effectively from the time they enter the school. In 2014, in the Year 1 phonics check, pupils attained in line with the national average. Teachers ensure that pupils read regularly to an adult at school. Home-school reading diaries show that parents often listen to their child reading at home.
- Teachers mark pupils' work regularly and marking has improved in the last few months. Scrutiny of pupils' work shows that teachers are following the guidance that the school provides.
- Teaching assistants are usually very experienced and are very supportive of pupils' emotional needs.

**The achievement of pupils****requires improvement**

- The progress made by pupils over the last couple of years was too slow. They did not make the nationally expected rate of progress in reading, writing or mathematics. Currently the progress made by pupils in classes is inconsistent. While in Years 3, 4 and 5 progress is slower, in Year 6 progress is strong.
- The achievement of the most able pupils requires improvement. The proportions of pupils at the end of Year 2 and Year 6 obtaining the higher levels of attainment have been below the national average for the last two years. This is because sometimes work is too easy for this group of pupils. Unpublished data for 2015 indicate that in both Key Stage 1 and 2 the proportions of the most able pupils obtaining the higher levels are set to increase and are now closer to the national average.
- Disabled pupils and those who have special educational needs make inconsistent progress. In Years 3 and 4, progress is slower, whereas in Years 1, 2, 5 and 6, progress is stronger. This is because in some year group staff do not have the highest expectations regarding what pupils can achieve and do not plan work that fully meets their needs.
- Standards at the end of Key Stage 1 have typically been in line with the national average. At the end of Key Stage 2, standards have typically been below the national average in reading, writing and mathematics. Unpublished data and work seen in pupils' books indicate that standards are rising this year to be more in line with the national average. A higher proportion of pupils are on course to attain the expected Level 4.
- Disadvantaged pupils in Key Stage 1 are making better progress from their starting points, when compared to other pupils in the school, in reading, writing and mathematics. In Key Stage 2, achievement is inconsistent; it is not strong in Years 3 and 4. Gaps in attainment and progress are checked and overall are closing. In 2014, there were very few disadvantaged pupils in Year 6 so it would not be appropriate to comment on their attainment in comparison with others as they could be identified.

**The early years provision****requires improvement**

- There are strong links with local nurseries and pre-schools. Children enter school with skill and ability levels that are much higher than those found typically for their age in all areas of learning. They are particularly strong in communication and language, moving and handling and making relationships. Because children are so well ahead when they join the school they do not have to make much progress to reach the early learning goals at the end of Reception and show how prepared they are for Year 1.
- Although the majority of children reach a good level of development they do not then go on to further their skills and learning, particularly in reading, writing and mathematics. As a result, children in the early years do not make as much progress as they could. This is why the effectiveness of the early years requires improvement.
- Teaching is not yet consistently good because teachers do not fully challenge or have high enough expectations of what the children can achieve. However, adults know the children well and relationships are positive. Children behave well when sitting on the carpet or when they are doing tasks.
- Leadership has not ensured that children make enough progress. However, leaders have ensured that there are good links with parents, who are very complimentary about how welcome they feel. Parents said that staff are always available after school to discuss any concerns. They say that their children feel well cared for and safe.

## 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>	125990
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	456222

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>	183
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sara Bennie
<b>Headteacher</b>	Gillian Standing
<b>Date of previous school inspection</b>	5 July 2012
<b>Telephone number</b>	01798 342369
<b>Fax number</b>	01798 343228
<b>Email address</b>	office@petworth.w-sussex.sch.uk



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