

Fishbourne CofE Primary School

Roman Way, Fishbourne, Chichester, West Sussex, PO19 3QS

Inspection dates 25–26 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

- Pupils' achievement is good. They attain well in every year group and by the end of Year 6 typically reach standards that are above the national average.
- The most able attain well and a higher proportion than found nationally reach the higher levels in reading and mathematics at the end of Key Stage 2.
- Disabled pupils and those who have special educational needs make good progress from their starting points because of the carefully targeted support provided by teachers and teaching assistants.
- Gaps are closing between the attainment of disadvantaged pupils and that of others in the school. They make good progress in every year group.
- Leaders and managers have a strong vision for the continued improvement of the school. The curriculum gives pupils a wealth of exciting experiences and effectively promotes pupils' spiritual, moral, social and cultural development.
- Leaders monitor the quality of teaching regularly. They know the progress of each pupil and ensure that swift action is put in place for any at risk of falling behind.
- Teaching is good. Teachers motivate pupils to do well through a variety of interesting activities. They make sure that pupils know how they can improve their work.
- The behaviour of pupils both in lessons and around the school is outstanding. Pupils listen very attentively and are keen to act on teachers' instructions.
- The school's work to keep pupils safe and secure is outstanding. Advice and guidance teach pupils about risk. Parents and carers are unanimous in saying that their children are kept safe at the school.
- Governors are very committed to supporting and challenging the school.
- The good leadership and management of the early years provision ensures that children get a good start to their education.

It is not yet an outstanding school because:

- The progress of children in the early years provision is not carefully enough tracked. As a result, teachers do not always plan work that exactly matches children's needs.
- Teaching is not typically outstanding because teachers do not always have the highest expectations regarding the progress of those who are most able in writing.

Information about this inspection

- Inspectors observed learning in 13 lessons and part lessons. Many were observed jointly with senior leaders. In addition, the inspectors heard pupils in Year 2 and Year 6 reading.
- Meetings were held with a group of pupils and school staff. There was a discussion with the Chair and five other members of the Governing Body. A meeting was held with a representative from the local authority.
- Inspectors took account of the 78 responses to the online questionnaire, Parent View. Other sources of parental views that were considered included discussions with parents at the end of the day.
- Inspectors observed the school’s work and analysed a large range of documents and policies. These included the school’s own information on pupils’ current progress and documents checking the quality of teaching and learning. Inspectors also examined records relating to behaviour, attendance and safeguarding.
- The views of staff were analysed through the 20 responses to the staff questionnaire

Inspection team

Elizabeth Bowes, Lead inspector

Additional Inspector

Terry Payne

Additional Inspector

Full report

Information about this school

- Fishbourne CofE Primary School is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium funding is much lower than the national average. The pupil premium is additional funding provided by the government for pupils known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs on the school roll is similar to the national average.
- The early years provision consists of a full-time Reception class.
- In 2014, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The headteacher joined the school in January 2015.

What does the school need to do to improve further?

- Ensure that the progress of children in the early years provision is carefully tracked so that teachers can plan work that exactly matches children's needs and hence maximise their progress.
- Make sure that the quality of teaching is typically outstanding and that teachers have the highest expectations by accelerating the progress of those who are most able in writing.

Inspection judgements

The leadership and management are good

- A strong culture of learning has been established with the arrival of the new headteacher. She has an ambitious vision for the school and decisions affecting pupils' teaching and learning are based on both experience and research evidence. With the effective support of governors, all staff are enthusiastic in their aim of continually improving the school. Leadership of teaching is good and behaviour is outstanding.
- Middle leaders conscientiously fulfil their roles. They regularly visit lessons and often look closely at pupils' work. They are diligent in checking the progress of pupils in their areas of responsibility. They have very detailed records that track the support being provided for those who are identified as not making good progress.
- The quality of teaching is regularly monitored by senior leaders. Teachers are held rigorously to account for the progress of all groups of pupils. Staff say that their views are valued and staff morale is high.
- Additional funding for disadvantaged pupils is well used to provide specialist support in both English and mathematics. Not only does the funding pay for additional staff but specialist books and specific resources are also purchased to ensure that the needs and interests of disadvantaged pupils are well met. As a result, the funding has a positive impact on achievement.
- The school does all it can to foster good relations. There are strong partnerships with parents who are very supportive. As a parent said, 'The headteacher lives this school. She is very open and family orientated. Quite simply, she is amazing.'
- The local authority provides good support to the school. It has helped with giving advice on the analysis of data and assists with improving teaching and checking pupils' work.
- The school teaches an interesting range of subjects which provide many opportunities for pupils to think about a variety of ideas and concepts. For example, during university week pupils had the opportunity to discover such diverse subjects as Irish dancing and the Japanese language. Pupils really enjoyed receiving their 'graduation certificates'. Enterprise is greatly encouraged and pupils are encouraged to set up their own schemes to raise funds for charity. The on-site 'Dolphin Delights' is a shop run by pupils selling fair trade goods. Pupils are responsible for the various roles, such as buyers or publicists.
- Pupils are given a good environmental awareness through initiatives such as the eco-club and forest school. Spiritual development is carefully planned through the strong links with the local church and other places of worship. All pupils know about the difference between right and wrong. The social development of pupils is very evident through the strong relations between staff and pupils. Pupils say how much they enjoy the residential trips that, as one pupil said, 'suddenly make you feel grown up'.
- Pupils' cultural awareness is developed through the school making use of the local historic sites, such as the adjacent Fishbourne Roman Palace where pupils had the opportunity to create their own mosaics. The school benefits from dedicated music and art and craft rooms, both of which are well used to contribute towards end of term productions. Throughout the school, there is evidence that pupils are developing their artistic skills. For example, pupils had studied and created art in the style of many of the major artists, including Cezanne and Rousseau.
- Pupils are well prepared for life in modern Britain. They know about the concepts of democracy, the rule of law and they show tolerance and respect for all cultures. The school promotes equality of opportunity well and discrimination of any kind is not tolerated.
- The school uses the primary physical education and sports funding effectively to provide specialist coaching and to offer pupils a wide range of sporting activities. The school ensures that those of all abilities are supported from absolute beginners to those who, for example, are seventh in Europe for ten pin bowling.
- There are effective links with other local schools, including the local secondary school and Chichester College. The school makes good use of the wide range of cultural and environmental organisations, including the various organisations associated with Chichester Harbour.
- The school's safeguarding arrangements are effective and meet statutory requirements. Leaders and governors are diligent in ensuring the protection of pupils.
- **The governance of the school:**
 - The governing body is effective. Members are very supportive of the school and have a secure understanding of the school's strengths and areas still left to develop.
 - Governors have been well trained in understanding the school's data and how the school is performing when compared to other schools nationally.
 - Under the leadership of the experienced Chair of the Governing Body, the governors have overseen the

appointment and smooth transition arrangements for the new headteacher.

- Governors are often in the school and help in classes as well as listening to children read. As a result, they are very aware of the quality of teaching. They make sure that promotion and salary increases reflect the progress that pupils make. As a result, the arrangements for the performance management of teachers have a positive impact. Governors know the procedures to follow should they need to address underperformance by any teacher.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils have exceptionally positive attitudes towards their learning. This was exemplified by one pupil who said, 'I really love the different things we can do and I can see the relevance of why I have to work hard. I want a good job and need professional qualifications.'
- When questioned, all pupils said that they really enjoyed coming to school. As a result, attendance is very high and consistently above average.
- Outstanding behaviour is underpinned by the values the school has for learning. These stress the importance of enjoying learning together and respecting everybody in the big 'family' of the school.
- Pupils enjoy taking responsibility. They are very sensitive and respectful when asked to evaluate the work of another pupil in the class.
- Pupils' confidence and self-esteem are developed exceptionally well because they know that all staff value their opinions. The school is a calm, orderly community and over time there have been almost no incidents of inappropriate behaviour.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Governors and staff ensure that all systems for keeping pupils safe are rigorous and fully implemented.
- Parents are very complimentary about how the school keeps their children safe. All parents who responded to the online questionnaire, Parent View, or who were spoken to at the end of the day reported that their children feel safe at the school.
- Pupils are given excellent tuition on keeping themselves safe when in the home, when travelling and when using the internet. They know the dangers of talking to strangers on websites and social media.
- Pupils are well aware of the issues surrounding bullying and the different forms it can take, including physical, racial and cyber. They are adamant that there are no problems in the school. If there should be any unacceptable behaviour, they know to speak to an adult immediately.

The quality of teaching

is good

- Teaching is good. Teachers plan exciting activities that enable pupils to make good progress quickly.
- Teachers foster a real enjoyment in reading and visiting authors encourage pupils to learn about the different types of books, such as fiction and non-fiction. Pupils write book reviews in every class and state whether they would recommend the book to a friend. For example, in Year 5 one pupil had written of the book, *Gangsta Granny*, 'I loved this book because it shows that other people's grandmas can be very surprising!'
- Mathematics is well taught. Teachers explain things very clearly and often relate the work to real life. For example, one class had to consider the cost of planning a trip to London and buying tickets to see a show. Pupils said how much they enjoyed working out the train times and the costs to make sure that they did not overspend.
- Pupils really appreciate their writing experiences because the school makes sure that they often write for a real purpose. For example, pupils in Year 5 were writing leaflets that are to be used in Worthing Mosque for other similar-aged pupils.
- Teaching is not outstanding because teachers do not always have the highest expectations of those who are most able in writing.
- Teachers challenge pupils to think carefully about their learning. For example, in Year 6 pupils were developing a variety of skills, including writing, design, video recording, editing and presentation, when working on a project to design and create a balloon-propelled vehicle.
- Teachers provide positive feedback and mark pupils' work carefully. The helpful comments enable pupils to act on the advice. As one pupil said, 'I like telling the teacher how easy or hard I found some work.'

This means that they are on the look out to help me if I get stuck next time’.

The achievement of pupils is good

- The achievement of pupils is typically good. They make good progress throughout every year group. Pupils attain above the national average at the end of Key Stages 1 and 2 in reading, writing and mathematics and there is a trend of continued improvements.
- A particular feature is how rapidly pupils’ speaking and listening skills are developed. This starts in Year 1 and effective phonics (the sounds that letters make) teaching ensures that pupils can rapidly sound out words and spell them correctly. The results of the phonics reading check at the end of Year 1 were above the national average. Throughout the rest of the school, pupils get ample opportunities to discuss their learning and acquire new vocabulary. For example, in Year 6 a pupil was exploring the definition of the word ‘mellifluous’.
- The most able achieve well overall. In 2014, above average proportions of pupils achieved the higher Level 3 at the end of Key Stage 1. In Key Stage 2, above average proportions of pupils achieved the higher levels in reading and mathematics. In writing, the proportions are more in line with the national average.
- There were too few disadvantaged pupils in Year 6 in 2014 to report their attainment without them being identified. Overall, disadvantaged pupils make good progress from their different starting points when compared to others in the school. The school is doing all it can to ensure that it carefully tracks the progress of eligible pupils and it makes sure that they are helped to quickly catch up. As a result, gaps are rapidly closing. In some classes, disadvantaged pupils make better progress than their peers.
- Disabled pupils and those who have special educational needs make good progress from their starting points. This is because the work set for them is well suited to their specific needs. Class teachers work well with learning support assistants to make sure that no one falls behind.

The early years provision is good

- Leadership and management in the early years are good. The teacher and other staff know the children well. Arrangements for keeping children safe are effective. Parents are very complimentary about the school’s arrangements for the start of school. They praise how approachable staff are and that they are always available to discuss any concerns. Many parents liked the fact that they can share their child’s achievements at home and celebrate them on the walls of the classroom.
- Teaching is good. Children are provided with a variety of interesting activities and typically make good progress. Staff are very effective in increasing children’s self-confidence. Staff regularly observe and record children’s progress in learning journeys and other documents. However, the progress of children is not carefully enough tracked because the records are not precise enough. Consequently, teachers do not always plan work that exactly matches a child’s needs.
- When children enter the early years provision, they have skills which are typical for their age. The majority reach a good level of development by the end of Reception and so are well prepared for Year 1.
- Children enjoy their time in the Reception class. They are well behaved and like the welcoming and caring atmosphere. Children are very keen to share their ideas and have long conversations with each other. There are well-established routines for learning. Parents consider that behaviour is exemplary.

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	125983
Local authority	West Sussex
Inspection number	449657

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	210
Appropriate authority	The governing body
Chair	Mary Hand
Headteacher	Naomi Day
Date of previous school inspection	8 October 2009
Telephone number	01243 785974
Fax number	01243 530676
Email address	office@fishbourne.w-sussex.sch.uk

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