

Aldingbourne Primary School

Westergate Street, Westergate, Chichester, West Sussex PO20 3QR

Inspection dates

15–16 March 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The headteacher is a visible and energetic presence in the school who is well respected by staff, parents and pupils alike. Her vision for pupils' learning and well-being permeates everything the school does.
- Most pupils make good progress in their learning because of the consistently strong teaching they receive and the broad and balanced curriculum they follow.
- Teachers plan activities that are well matched to pupils' needs and which excite and enthuse them. As a result, pupils enjoy their learning and work hard at all times.
- Teachers' good subject knowledge and skilful questioning enable them to stretch and challenge their pupils. Pupils are required to explain their thinking and explore alternative answers.
- Pupils who have special educational needs and/or disabilities make very strong progress in their learning as a result of the carefully tailored and effective support they receive.
- Leaders make good use of the pupil premium fund to support disadvantaged pupils. Consequently, disadvantaged pupils make rates of progress similar to other pupils nationally, particularly in mathematics.
- Pupils behave impeccably in lessons and around the school. They are thoughtful and considerate to others. They are proud of their school and enjoy talking to visitors about their learning.
- Pupils say that bullying is extremely rare and that if it does occur, teachers deal with it effectively.
- Pupils speak with enthusiasm about the exceptionally wide range of clubs that their teachers run for them and the exciting educational visits they undertake.
- Pupils feel safe in school and have an excellent understanding of how to keep themselves safe, including when using the internet.
- Pupils love coming to school, as shown by their rates of attendance that are consistently above national averages.
- Children in the early years foundation stage make outstanding progress as a result of a strong focus on reading, writing and mathematics.
- Not enough pupils in key stage 1 reached the expected standard in reading, writing and mathematics in 2016.
- Pupils with high prior attainment and boys did not make enough progress from their starting points in reading in 2015 or 2016.

Full report

What does the school need to do to improve further?

- Further improve pupils' outcomes in national tests, by:
 - ensuring that more pupils, particularly those who achieved expected levels of development in the early years foundation stage, reach and exceed the expected standard at key stage 1 in reading, writing and mathematics
 - ensuring that more pupils, in particular boys and those with high prior attainment, make progress exceeding that of all pupils nationally in reading and writing.
- Further improve pupils' outcomes in reading, by:
 - giving pupils more practice in reading and understanding demanding texts.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher is a highly visible and energetic presence who commands the respect of pupils, parents and staff alike. They share her strongly held vision for the school which places every child's learning and well-being at its heart. One parent who replied to Ofsted's online questionnaire, Parent View, reflected the opinion of many parents when she wrote, 'A fantastic school led by an amazing head.'
- Leaders are ambitious for pupils and have high expectations which they communicate clearly to all staff. The impact of this can be seen in the care with which teachers plan for pupils' individual learning needs, and in the stimulating classroom environments they have created for their pupils. As a result, pupils enjoy their learning and the majority make good progress towards their targets.
- Pupils' social and emotional needs are a high priority for leaders and staff. The school is a happy and cohesive community. Pupils are exceptionally well cared for. As a result, they are resilient and self-confident. They thrive in school and enjoy warm, trusting relationships with their teachers and other adults who work with them.
- Staff morale is high because leaders invest in their well-being, training and development. Staff who replied to Ofsted's online survey were overwhelmingly positive about the school. They feel valued by leaders and are proud to work at the school. One member of staff wrote, 'We are led by a head who inspires us to be the very best we can be.'
- The wide and varied curriculum is a strength of the school. As well as offering a full range of classroom-based subjects, leaders fund specialist teachers to enrich and extend the curriculum. Pupils and parents appreciate the many opportunities that pupils are given to develop their skills in art, dance, music and physical education (PE). Pupils particularly enjoy the challenges of their outdoor adventurous activity (OAA) lessons which take full advantage of the school's extensive grounds and facilities. An exceptionally wide range of lunchtime and after-school clubs complement the curriculum. Pupils talk about and take part in these clubs enthusiastically.
- Leaders make strong provision for pupils' spiritual, moral, social and cultural development. At the time of the inspection, pupils were looking forward to auditions for the musical, 'Grease'. In their religious education lessons pupils learn about other faiths and religions. Teachers successfully instil in their pupils a sense of awe and wonder about the world around them. For example, one pupil spoke about the 'miracles' they learn about in science. Pupils have a strong sense of right and wrong and they know, understand and have had a hand in drawing up the school's rules and values.
- Leaders ensure that pupils understand and have the opportunity to discuss British values. Lively assemblies and personal, social, health and citizenship education lessons ensure that pupils learn about democracy, the rule of law, respect for others and individual liberty. Leaders also ensure that pupils live out these values in practice, for example in the regular school council sessions.

- Parents are highly supportive of the school and the headteacher. Almost all parents who responded to Ofsted's online survey, Parent View, said they would recommend the school. Many praised the warm and open culture of the school, the availability of the headteacher, the care bestowed on their children and the good progress they make as a result. All commented on how happy their children were. One parent wrote, 'There is a kind of magic at Aldingbourne.'
- Leaders and governors concede that they were not fully prepared for the increased demands of the new curriculum in 2016, and that their evaluation of the school's performance has been overgenerous. They recognise that for the last two years, pupils' progress from their starting points has been broadly average rather than outstanding. In addition, the progress of boys and of higher prior-attaining pupils in reading and writing has been below the national average for the last two years.
- Since the start of this school year, leaders have taken more effective action than previously to ensure that pupils are well prepared for the national tests. Leaders have ensured that teachers focus more sharply on the levels of challenge in the teaching of reading, writing and mathematics. This focus is beginning to bear fruit. Current pupils are gaining and consolidating their skills, knowledge and understanding at a faster rate than at the same stage last year, and the progress of pupils currently in the school, particularly those with lower starting points, is good.

Governance of the school

- Governors carry out their statutory duties diligently. They check the impact of pupil premium funding on the progress of disadvantaged pupils. Governors give their full support to the headteacher in using the sport premium to further strengthen provision for PE and sport. They have put in place an effective committee structure which permits detailed scrutiny of the academic and financial health of the school.
- Governors keep their skills updated by taking part in training sessions organised by both the school and the local authority, including for safeguarding.
- Governors receive regular reports on the progress that pupils make. Previously, their evaluation of the performance of the school was overgenerous, as they focused on overall attainment rather than on pupils' progress from their starting points. Since the start of this school year, they have wisely established and maintained a sharper focus on progress. They have set challenging targets for the school and hold the headteacher to account for these. As a result, pupils currently at the school make good progress in their learning.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and governors ensure that the required checks for anyone working or volunteering in the school are carried out. They have recently improved the recording of these checks to ensure that the single central record (SCR) meets requirements. The governor with responsibility for safeguarding checks the SCR regularly, and oversees the completion of the annual safeguarding audit.

- Staff and governors have received appropriate training in safeguarding that reflects the most recent legislation and guidance. The designated leaders with responsibility for safeguarding have undertaken the specialist training required for the role.
- Pupils' welfare and well-being have a high priority in the school. Staff are vigilant and there is a well-established forum for them to report any concerns they may have. On the rare occasions when it has been necessary to make a social services referral, leaders are assiduous in their record-keeping and tenacious in following up with the relevant professionals.
- The school makes strong provision to help pupils keep themselves safe. Pupils have a good understanding of 'stranger danger' and of internet, road and fire safety.

Quality of teaching, learning and assessment

Good

- Teachers have high expectations and are determined to do the best for their pupils. They plan well to meet the needs of all pupils in their classes, making good use of assessment information to identify next steps for each pupil. One member of staff who responded to Ofsted's online staff survey wrote: 'We strive every day to improve the school and children.'
- Teachers go to great lengths to make the learning accessible and enjoyable for their pupils. Many pupils commented that 'learning is fun' at Aldingbourne. Relationships between staff and pupils are warm and pupils have extremely positive attitudes to their learning.
- Teachers use questioning to good effect to probe pupils' understanding and encourage them to explain their thinking. For example, in mathematics skilful questioning helped key stage 2 pupils to deepen their understanding of algebra. In English, pupils, also in key stage 2, made inferences about a character in a novel, supported by careful questioning from their teacher.
- Teaching is effective in ensuring that pupils gain and consolidate knowledge and skills in a range of subjects. For example, in key stage 2, pupils develop and consolidate their knowledge, skills and understanding in science effectively. Pupils design and evaluate their own experiments and demonstrate secure understanding of scientific concepts. In PE, art, dance and music, skilful teaching ensures that pupils make good, and, in some cases, outstanding progress. Outcomes in design technology are also strong in both key stage 1 and key stage 2, as pupils consolidate their designing, making and evaluation skills. For example, during a curriculum day pupils in key stage 1 learned about castles and then designed and made their own clay models of different types of castle.
- Teachers have worked effectively with leaders to improve their knowledge and understanding of the demands of the new curriculum. Teachers now have a secure understanding of new programmes of study. Teachers' planning takes good account of the needs of their pupils and of the relevant programmes of study. Teachers also give increasingly precise advice to pupils on how to improve their work.

- Teaching assistants work closely with teachers and provide effective support to pupils who need to catch up or those who have special educational needs and/ or disabilities. Interventions are carefully targeted and are effective in addressing pupils' misconceptions.
- The teaching of phonics is particularly strong. Daily phonics session in Reception and Year 1 are highly effective in developing early reading skills.
- Parents recognise the impact that the consistently effective teaching in school has on their children's progress. One parent who responded to Ofsted's online questionnaire, Parent View, wrote: 'I am in awe of the staff who work tirelessly to ensure that all the children receive the best education possible.'
- Teachers recognise that outcomes in reading and writing were lower than expected last year. They have rightly increased the amount of practice they give to pupils in using and applying mathematics, in writing in a range of different styles and in reading and understanding challenging texts.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are outstanding ambassadors for their school. They wear their uniform with pride, and they talk about their school with immense warmth. They are keen to tell visitors all about their work and about the many activities that they take part in.
- The key stage 2 sports day encapsulated what makes the school such a special place. Pupils competed with enthusiasm, supported one another generously and celebrated each other's achievements at the end of the event.
- Pupils relish taking responsibility. For example, they act as playground monitors, house captains, and they play a full role in the school council.
- Pupils feel safe and know how to stay safe, including when using the internet. Pupils also have a very good understanding of fire safety, road safety and basic first aid.
- Pupils have a clear understanding of healthy lifestyles, and older pupils in the school receive effective sex and relationships education.
- Pupils have a very good understanding of different cultures, races and religions. They enjoy learning about the customs and practices of different religions. They are able to talk with confidence about British values and how these values relate to their lives inside and outside school. Consequently, pupils are well prepared for life in modern Britain.

Behaviour

- The behaviour of pupils is outstanding.

- Pupils' conduct in lessons and in the playground is exemplary. In lessons, they concentrate hard and complete all their work with determination and enthusiasm. At play and lunchtimes, they are considerate towards one another and treat their environment responsibly.
- Pupils say that bullying is extremely rare and that if it does occur, teachers deal with it promptly and effectively.
- Pupils love coming to school, as shown in their above-average attendance figures. Many parents who responded to Ofsted's online questionnaire, Parent View, commented on how happy their children are to come to school. One wrote: 'There is a buzz about the school – a happy vibe that spills out from every child and every classroom.'

Outcomes for pupils

Good

- Published outcomes for 2015 and 2016 show that pupils' attainment in reading, writing and mathematics combined at key stage 2 was above the national average. However, pupils' progress from their different starting points in reading and mathematics was broadly average. The progress made by boys and by pupils with high prior attainment in reading was below national averages for these groups.
- The attainment of disadvantaged pupils at key stage 2 was above the national average in 2016, and the progress they made from their different starting points was similar to that made by other pupils nationally.
- At key stage 1, attainment in reading, writing and mathematics was in line with national averages for all pupils and for disadvantaged pupils in 2015. In 2016, the most able pupils attained scores that exceeded age-related expectations in reading and mathematics. However, the proportion of middle prior-attaining pupils at key stage 1 who reached the expected standard in reading, writing and mathematics was below the national average.
- Outcomes in phonics for pupils in Year 1 have been consistently above average for the last three years. Pupils currently in the school continue to make strong progress in phonics.
- The majority of current pupils in key stages 1 and 2 are making much faster progress than they were at the same point last year in reading, writing and mathematics. Teachers have rightly increased the amount of practice they give pupils in using and applying mathematics, in writing for a range of audiences, and in reading and understanding challenging texts. As a result, outcomes for current pupils are good, particularly for those pupils who have lower starting points. Leaders recognise that the most able pupils require greater levels of challenge if they are to reach their potential in reading.
- Disadvantaged pupils and those who have special educational needs and/or disabilities are making strong progress and any differences between the progress of these pupils and that of all other pupils are diminishing rapidly. However, the most able pupils currently in the school are making less rapid progress than other pupils, particularly in reading.

- Outcomes in the wider curriculum are good. For example, pupils' attainment in science at key stage 1 and key stage 2 is higher than the national average. Outcomes in music, dance and art are often outstanding. In PE and OAA, pupils are challenged to learn new skills and achieve very strong outcomes.
- The school promotes reading vigorously and effectively. Pupils read with enjoyment and they do so widely and often. They use their phonics skills well to decode unfamiliar words.

Early years provision

Outstanding

- Published outcomes over the last three years show that the proportion of children achieving a good level of development is consistently above the national average. Children's performance is particularly strong in writing and mathematics.
- Children currently in the school make exceptionally strong progress in reading, writing and mathematics. In daily phonics sessions, children make rapid gains in their early reading skills, while in writing many children write unaided in full sentences with correct punctuation. In mathematics, children can do simple addition and subtraction in numbers up to 20.
- Led by an experienced early years leader, the class team provides strong support for children. The teacher and teaching assistants judiciously combine direct teaching with opportunities for children to choose their own activities. Teaching assistants engage children well, using questioning astutely to encourage children to explain their thinking.
- Children's behaviour is impeccable. They concentrate hard on their work, and, when they have chosen their own activities, children play well together. For example, in the shop set up in the outdoor area, children modelled serving and buying seeds and potted plants, using appropriate language and mathematical skills.
- The indoor and outdoor areas are bright and vibrant. The extensive outdoor area provides many opportunities for children to explore, build and play.
- Leaders have a strong vision for the setting. Their consistent focus on early reading, writing and reading means that children are well prepared for the next stage in their education. Leaders have recently begun to put in place sharper systems for assessing children's starting points, but it is too early to identify any impact.

School details

Unique reference number	125816
Local authority	West Sussex
Inspection number	10025514

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Andy Kyte
Headteacher	Liz Webster
Telephone number	01243 542913
Website	www.aldingbourneprimaryschool.co.uk
Email address	office@aldingbourne.w-sussex.sch.uk
Date of previous inspection	8 July 2009

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Aldingbourne Primary School is smaller than the average primary school.
- The proportion of pupils eligible for free school needs is much lower than that found nationally.
- The proportion of pupils who have special educational needs and/or disabilities is lower than that found nationally.
- The school met the government's floor standards for attainment and progress in 2016.

Information about this inspection

- Inspectors observed all classes, across all key stages, often jointly with a member of the senior leadership team.
- Meetings were held with senior and subject leaders.
- The lead inspector met with members of the governing body and spoke with a representative from the local authority on the telephone.
- Inspectors also met with pupils to discuss their views about the school and analysed 61 responses to the online pupil survey.
- The views of parents were taken into account by analysing 85 responses to Ofsted’s online questionnaire, Parent View, and 80 free-text responses. The lead inspector also spoke informally with parents at the start of the first day of the inspection.
- Inspectors considered the views of staff by analysing 18 responses to the staff survey.
- Inspectors scrutinised documentation including the school’s self-evaluation, minutes of governing body meetings and notes of external visits carried out by local authority officers.
- Inspectors evaluated pupils’ learning over time by examining a sample of their workbooks and by hearing a selection of pupils read.
- Safeguarding procedures, including arrangements for recruiting staff at the school, were reviewed.

Inspection team

Gary Holden, lead inspector	Her Majesty’s Inspector
Debra Anderson	Ofsted Inspector
Doug Brawley	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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