

Walberton and Binsted Church of England Primary School

The Street, Walberton, Arundel, West Sussex BN18 0PH

Inspection dates

17–18 May 2017

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

Summary of key findings for parents and pupils

This is a good school

- The school is led by a highly effective headteacher. She is well supported by senior leaders who share her ambition to improve outcomes for pupils. Together they have secured lasting improvements in the quality of teaching.
- Teaching is good. Teachers have raised their expectations of what pupils can achieve. Lessons are well planned and interesting so pupils are motivated to learn.
- Governors hold leaders to account effectively and contribute well to the success of the school.
- Pupils' personal development is outstanding. They show very high levels of care towards one another. Pupils learn in an environment that is free from discrimination, ensuring that they have a deep understanding of equality.
- The small number of disadvantaged pupils and those who have special educational needs and/or disabilities are very well supported and consistently make good progress.
- Middle leaders and subject leaders are becoming more effective in their roles. However, some are still only in the early stages of developing their leadership skills.
- Outcomes for pupils are improving and are now just above other schools nationally. Leaders rightly recognise that pupils have the potential to do even better. Pupils are making good progress in reading, writing and mathematics.
- Teachers assess how well pupils are doing and use the information to identify next steps. However, this is not as sharp as it needs to be to enable all pupils to fully make the progress of which they are capable. This is particularly the case for the most able pupils.
- Pupils behave well and work hard in lessons. They have good attitudes to learning and say they enjoy the many opportunities they are given to excel. Pupils are proud to be part of the school and take their roles of responsibility seriously.
- Rapid improvements in the early years mean provision is now good. Children settle in well and make good progress in this secure environment. At times, the support provided by adults does not meet the specific needs of the children.
- Parents are very positive about the changes that have taken place in the school. They are supportive of school leaders and appreciate the high level of care provided for their children.

Full report

What does the school need to do to improve further?

- Increase the proportions of pupils in Year 2 and Year 6 who make age-related expected progress and better than expected progress in reading, writing and mathematics.
- Increase the percentage of teaching that is outstanding by:
 - ensuring that teachers sharply identify what pupils can do and use this information to plan activities to meet needs of pupils with differing abilities
 - challenging the most able pupils with tasks which deepen their understanding.
- Ensure that leaders at all levels know what they need to do to improve the school by:
 - consolidating middle leaders' skills in using assessment information data to identify pupils who could achieve more
 - developing subject leaders' skills further so that they know exactly what they need to do to be effective.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has worked tirelessly to improve outcomes for pupils. She has successfully developed a leadership team to support her in raising standards. Through her strong leadership and determination, the school's vision, 'the joy, the journey, the learning', is brought to life through high-quality support for pupils' personal welfare alongside the carefully planned curriculum. This aspect of her leadership is outstanding. The changes brought by the headteacher are appreciated by parents, one of whom commented: 'She is an inspirational leader, but always has the children's interests at heart.'
- Leaders, with the support of governors, identify and prioritise the correct areas that need to be improved. A structured and sustained focus on teaching has been the key to driving improvements so that pupils' outcomes are improving, reflecting their ability. Leaders recognise the importance of making sure that all pupils reach the standards in reading, writing and mathematics of which they are capable.
- Teachers are positive about changes that leaders are promoting. They appreciate regular monitoring of their teaching receiving good quality feedback to help them improve pupils' learning. Staff say they appreciate the training in areas such as phonics and writing, which helps teachers build on their skills and develop a whole-school-agreed approach to learning.
- Senior leaders have taken effective action to ensure that pupils make good progress and do well. The senior leadership team monitors assessment information to make sure pupils are at least on track to achieve expected standards. Where they identify weaknesses, leaders act swiftly, working with teachers to make sure pupils catch up. They are rightly determined to improve the proportions of pupils making good or better progress in reading, writing and mathematics.
- Senior leaders have used their skills to improve the effectiveness of other leaders. As a result, and with the support of the local authority, middle leaders and some subject leaders fulfil their responsibilities well. Some newer leaders are rapidly developing their understanding of using progress information to identify where they can make improvements in their areas of responsibility.
- Leaders accurately evaluate teaching and provide useful advice and support for colleagues so they know exactly what they need to do to improve their teaching.
- Pupils enjoy the curriculum that the school offers and appreciate being involved in planning what they will learn about. Literacy, numeracy and problem-solving skills are promoted and developed well across the curriculum. This was evidenced in Year 4 pupils' 'save water' pamphlet, Year 1's recount after a visit from 'Blackbeard the Pirate' and Year 6's Anderson shelter, which they designed and constructed in the school grounds as part of their Second World War topic. Pupils make the most of creative opportunities in music and art, and use computers appropriately to present their work.
- There are many visitors and visits to enrich the curriculum, and extra-curricular clubs such as football, science club and choir are plentiful. Through these opportunities, pupils develop their love for learning and extend their imagination.

- There are appropriate opportunities to discuss what British values mean. As a result pupils can show democracy in action in school, for example with the election of school councillors. They have many opportunities to discuss and appreciate preventing radicalism and indoctrination. They can describe the importance of rules and why they are effective in school. They can also describe what discrimination means and why it is unjust.
- Opportunities to develop pupils' spiritual, moral, social and cultural development are of high quality. Pupils show very high levels of respect and care for one another and say this is because adults in the school set them a good example. They have a good understanding of other cultures, suitably enhanced in their learning by topics such as 'Japan in your class'.
- Funding to support disadvantaged pupils and those who have special educational needs and/or disabilities is used very effectively so that these pupils are supported well and make good progress. Money is effectively targeted to help pupils catch up in reading.
- The physical education sports premium has been used efficiently both to offer a wider range of available activities such as archery and to develop teachers' skills by providing them with opportunities to work alongside qualified coaches. As a result, teaching of gymnastics across the school, for example, is showing significant improvement.

Governance of the school

- The governing body has successfully supported leaders in bringing about changes that have focused on improving pupils' outcomes. They share the ambition and drive of the leadership team in continually improving the school.
- Governors hold leaders to account and use assessment information effectively to ask challenging questions. They support and monitor subject leaders with regular visits. Governors are particularly effective in gathering the views of pupils, so that they have a more rounded view of teaching and learning in the school. Taking part in 'chat weeks' has been particularly informative to find out just how challenged pupils feel in lessons.
- Procedures for performance management of staff are effective and transparent. They take account of the progress pupils make and ensure that decisions on pay are aligned appropriately with pupil performance. Staff targets are relevant and contribute well to whole-school improvement.

Safeguarding

- The arrangements for safeguarding are effective. There is a strong culture of safeguarding throughout the school, with pupil welfare a very high priority. The policies and systems are followed robustly by staff so that all at the school ensure that pupils are safe. Training at all levels ensures that all staff know and fulfil their responsibilities if they have a concern about a child.
- All incidents are recorded and actioned to the highest level and the school works successfully with outside agencies to ensure that pupils get the help they need.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment has improved since the previous inspection and is now good.
- Teachers, working alongside leaders, now have far higher expectations of what pupils can achieve in lessons and understand how much progress they can make over time. As a result of leaders' accurate feedback about learning in their lessons, teachers have improved both the quality and quantity of work pupils complete in lessons.
- Teachers use assessment information to plan lessons building on what pupils already know. As a result, many pupils are making good progress and achieving more in lessons. Occasionally, there is a lack of precision in meeting the needs of pupils with differing abilities, and so learning slows a little. This is particularly the case for the most able pupils. Lessons capture pupils' imagination and provide activities and tasks that are stimulating and engaging, so that pupils want to learn.
- Teachers plan and work well with teaching assistants to make sure that disadvantaged pupils or those who have special educational needs and/or disabilities have the help they need to make the same progress as all other pupils.
- The teaching of reading is strong, with pupils making increasingly good progress. Consistent phonics teaching begins in early years and continues until pupils demonstrate excellent skills in Years 3 and 4. Pupils are encouraged to reflect on the meaning of the stories they read and consequently develop a deeper understanding of characterisation and plot. As a result, pupils make good progress in reading and do well.
- The teaching of writing has been a whole-school focus for the past two years. Pupils now make good progress in their writing. Teachers have focused specifically on using punctuation appropriately, making sure sentences are grammatically accurate and spellings are correct. This approach has resulted in pupils writing more complex sentences with a wider variety of vocabulary and punctuation. Teaching in mathematics focuses on developing pupils' understanding and knowledge of how to solve problems and explain answers.
- Teachers set interesting mathematical problems that successfully deepen pupils' understanding and challenge their explanations. For example, Year 6 pupils investigated how shapes with the same perimeter can have different areas as the lengths of the sides change. They systematically recorded their answers, and when challenged, were able to justify their answers. This approach is particularly successful in helping the most able pupils achieve higher standards.
- In other subjects, such as history, geography and science, teachers expect pupils to demonstrate the same high standards. Computing skills are used well in other subjects, with many good examples of pupils' work in their books and on display.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' personal development is a high priority for the whole-school community. Teachers plan and deliver high-quality lessons which explore equality, tolerance and an awareness of different cultures and beliefs. For example, pupils in Years 5 and 6 considered the challenges and prejudice which disabled people encounter.
- Assemblies and class discussions pick up similar themes and encourage pupils to reflect on other people's feelings and experiences. Consequently, pupils are very emotionally aware and show very high levels of care and support for one another. For example, they spoke about how being part of the school family makes them responsible and reliant on one another. 'We always help each other; big or small it doesn't matter', said one.
- Pupils feel safe, a view readily endorsed by parents. Pupils have a good understanding about how to stay safe online and know who to go to if they feel concerned or upset. They trust the adults in school and say the staff provide good role models because they treat everyone with care and respect.
- Pupils have a good understanding about what constitutes bullying. They said that they were not aware of any bullying but that, if it did happen, they would know who to talk to and that adults would take the appropriate action. A few parents indicated that they are concerned about bullying. However, inspectors' checks on records and conversations with pupils suggest bullying is rare and is dealt with effectively.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons and when moving around the school. They are polite and welcoming and play very well together at playtimes. Relationships are strong throughout the school.
- Pupils understand the school's behaviour policy and particularly like the rewards they receive for good behaviour. The 'go green' rewards in lessons are particularly sought after. Pupils work hard to achieve them, especially when collaborating in groups.
- Pupils have very positive attitudes to their work, as reflected in their above average attendance. In almost all lessons they behave well but just occasionally they lose focus and learning slows. Teachers are working hard to develop pupils' independence in learning to help pupils concentrate. There were some excellent examples in Year 5 and 6 where this approach is very effective.
- Pupils, parents and staff all say that behaviour is good. One parent's comment was typical of a number of responses: 'They all get on so well together, it's so safe and caring.'

Outcomes for pupils

Good

- In 2016 the progress made by pupils in reading and mathematics was close to that achieved by pupils nationally. Although the progress achieved by pupils in writing was below national averages, detailed scrutiny of current work in books matched to assessment information shows that progress has improved and is now good.
- In Reception, the proportion of pupils who achieve a good level of development is above age-related expectations. Current Year 1 pupils are making good progress in phonics. Checks on phonics teaching and scrutiny of pupils' workbooks show that higher proportions of pupils are on track to achieve at least the standards expected of their age.
- Progress in pupils' reading is improving. More pupils are making accelerated progress and achieving higher standards. High quality, consistent phonics teaching is enabling those pupils who find it difficult to read to catch up more quickly. More challenging texts and a frequent focus on comprehension skills are allowing pupils at all ability levels to make better progress.
- In writing, pupils are making better progress as a result of the recent focus on punctuation, grammar and spelling. Pupils now write longer pieces, and use a broader range of vocabulary to make their writing interesting. Work seen in science, history and geography books across the school shows that pupils are making good or better progress.
- In mathematics pupils use their basic number skills well to add, divide, multiply and take away. Work in books shows pupils' accurate understanding of fractions and measures. At all ages, pupils' work reflects their good problem-solving and reasoning skills. Pupils are making good progress in deepening their understanding of concepts and providing explanations to justify their answers.
- The small number of disadvantaged pupils and those who have special educational needs and/or disabilities achieve well. They are well supported in lessons and have extra help to make sure that they do not fall behind their peers. As a result they are making the same good progress as all other pupils.
- Provision for the most able pupils has improved. There are more opportunities in reading, writing and mathematics to challenge and develop pupils' deeper understanding. However, this is not yet consistently the case in every class.

Early years provision

Good

- In Reception, children make at least good progress. Assessment information, together with evidence from their learning journals, shows that the proportion of pupils who are on track to achieve a good level of development is above the national average.
- Children settle well into the Reception class as a result of effective induction arrangements, which include home visits and visits to the classroom. Parents appreciate being involved and particularly like being invited to see their child's progress. One parent commented of her daughter: 'It was great to see how settled she was and exciting to see her show me around the class.'

- Well-established routines help children to be independent and ready to learn. Teachers and assistants work hard to establish strong relationships and build up children's confidence, so they make friends quickly. This emphasis on pupils' personal development mirrors that which exists in the rest of the school.
- The majority of children start school with skills and understanding which are typical for their age. Children are strongly encouraged to speak in full sentences so that their speaking skills develop quickly. Opportunities to role play and use their language are regular and planned daily.
- Opportunities for writing and number work are plentiful. There is a writing 'den' outside and a number 'house' inside. Interesting activities are set up around these areas so that children work at activities with concentration and perseverance. 'I'm writing a menu with prices,' was one child's description of her learning.
- Adults listen to children and ask questions to extend their learning and understanding. At times when the support is not focused appropriately it does not meet children's needs quite as well as it should, and children's progress is limited as a result.
- Leadership is strong. With the support of the local authority, the early years leader has transformed the outside area to become a simulating, inviting and exciting learning environment. Safeguarding is effective. All welfare requirements are fully met and adults have up-to-date training in all aspects of child protection.

School details

Unique reference number	125997
Local authority	West Sussex
Inspection number	10032869

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Jill Hoskins
Headteacher	Laura Brockhurst
Telephone number	01243 551 398
Website	www.walbertonandbinstedschool.co.uk/
Email address	head@walbertonbinsted.org.uk
Date of previous inspection	23–24 April 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is an average-sized primary school with seven classes.
- Most pupils come from White British backgrounds. The proportions of pupils who have special educational needs and/or disabilities is well below average, as is the proportion of disadvantaged pupils supported by the pupil premium.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

Information about this inspection

- The inspectors visited lessons accompanied by members of the leadership team to observe pupils' learning. Shorter visits to classrooms were undertaken to gather evidence about the school's curriculum.
- Discussions were held with senior leaders, members of staff, pupils, a group of parents, members of the local governing body and two representative members of the local authority.
- Inspectors examined a wide range of documentation, including that relating to attendance and behaviour, school improvement planning, assessment information, monitoring of teaching, minutes of governing body meetings, local authority reports and school policies relating to safeguarding.
- Inspectors listened to pupils read from Year 2 and Year 6, and met formally with a group of pupils to discuss their learning, behaviour and safety. Inspectors evaluated pupils' books, displays of pupils' work and the school's assessments of the progress made by pupils.
- The inspectors took into account written information from parents, the views of 69 parents and carers who responded to the online questionnaire, Parent View, as well as meeting a group of eight parents.
- The inspectors took account of 27 responses to the pupil questionnaires.

Inspection team

Bill James, lead inspector

Ofsted Inspector

James Munt

Ofsted Inspector

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