

Goring-By-Sea CofE (Aided) Primary School

Mulberry Lane, Goring-by-Sea, Worthing, West Sussex BN12 4RN

Inspection dates

9–10 May 2018

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| 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 | Outstanding |

Summary of key findings for parents and pupils

This is a good school

- Leaders have created an inclusive and happy school. The transition from being a first school to being a primary school has been well managed. Parents and carers recognise and value this.
- Leaders have designed a well-thought-out and effective curriculum, including in the early years. Teachers have good subject knowledge and ensure that pupils' knowledge and skills build over time. As a result, pupils make good progress in all subjects and very good progress in some.
- Teaching is good. Learning is planned to meet the wide range of pupils' learning needs, including those who have special educational needs (SEN) and/or disabilities. Effective teaching in the early years means that children make good progress in a broad range of areas.
- Governance has improved significantly in the last 18 months. Governors now have the knowledge, confidence and information they need to hold leaders to account. Governors recognise that some important strategic documents are not written or evaluated well enough.
- Pupils' overall attendance levels are good. However, too many disadvantaged pupils are frequently absent.
- Leaders have invested significant time in the professional development of teaching assistants. As a result, all adults in the school have good questioning skills and subject knowledge. They make a positive contribution to teaching and learning.
- Current disadvantaged pupils are making good progress in a wide range of subjects, including English and mathematics. Leaders have rightly identified that differences between disadvantaged pupils' attainment and that of other pupils have been too wide. Differences are beginning to diminish, but there is more to do.
- Pupils' behaviour around the school and in lessons is good. They are polite, courteous and curious. Extra-curricular activities play an important part in enhancing pupils' personal development.

Full report

What does the school need to do to improve further?

- Leaders should ensure that:
 - strategic plans are clearer about the outcomes leaders want to achieve and how success will be measured and evaluated
 - a greater proportion of disadvantaged pupils attend school regularly
 - the differences between the attainment of disadvantaged pupils and that of other pupils continue to diminish.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders are proud of their inclusive and growing school. Over time, the number of pupils who have a clearly identified SEN and/or disability has increased. Parents are overwhelmingly positive about the quality of care and education that pupils receive. 'An amazing school that nurtures every aspect' and a 'great' transition from first school to primary, exemplify parents' thoughts.
- Leaders have thought deeply about the broad, balanced and effective curriculum that they have planned. For example, strong historical and scientific knowledge helps Year 6 pupils comprehend complex texts in their English lessons. Year 1 pupils meet and find out about real owls and this, in turn, enhances their expressive writing and high-quality artwork. Teachers know what they are teaching and why because subject leaders have mapped the knowledge they want pupils to acquire in all subjects. The curriculum for pupils undertaking statutory assessments in Year 2 and Year 6 is as rich, engaging and balanced as it is for all other pupils.
- Staff say they are well led and managed. They feel well supported and respected. Leaders have invested a significant amount of time and energy in the professional development of teaching assistants. Consequently, all adults make a good contribution to teaching and learning.
- Additional funding to improve outcomes for pupils who have SEN and/or disabilities is used well. Pupils' additional learning needs are identified accurately and planned for thoughtfully. Effective teaching means that pupils who require SEN support and pupils with an education, health and care (EHC) plan make good progress.
- Extra-curricular activities have a positive impact on pupils' personal development. Primary physical education and sport premium funding provides a wide range of sporting activities and clubs at the beginning and end of the school day. Pupils are inspired by the range of adult sporting role models who come into school to talk to them about healthy living and sporting excellence.
- Additional funds for disadvantaged pupils are being used more effectively now than in the past. Leaders, when reviewing pupils' progress with teachers, purposefully shine a spotlight on the attainment gaps that remain between disadvantaged pupils and others. Good teaching and effective additional support is ensuring that these pupils are making good progress and differences in attainment are diminishing.
- Leaders place great value on the development of pupils' tolerance and respect for others. For example, adults with physical disabilities come into school and talk with pupils about their successes and talents. Pupils are actively challenged to think about any preconceived views they may have and to celebrate diversity.

Governance of the school

- Governance is effective. It has improved over time. Members of the new governing body have the knowledge and confidence to ask the right questions of leaders. Governors are now receiving clear and accessible information in a timely fashion. This has strengthened their ability to probe leaders' thinking, actions and impact. Governors

recognise and value leaders' honesty and openness to challenge.

- Governors are ambitious for their school. Prior to this inspection, they had planned to seek an independent review of their spending for disadvantaged pupils. They recognise that the strategic planning and evaluation in this area of the school's work has not been strong enough, including identifying what success will look like and being clear about this when evaluating the impact of additional funding.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a culture where pupils and parents are listened to by staff. All concerns regarding pupils' well-being are carefully recorded. Leaders diligently record all communications with parents and other agencies, such as the designated safeguarding officer who works for the local authority.
- Leaders have a good understanding of the context of their locality in relation to safeguarding. They attend networks with other agencies to ensure that all those with a responsibility to protect children from harm have a shared understanding of best practice.
- Pupils feel safe in school and know that leaders prioritise safety and respect. Parents and staff say that they feel pupils are safe and happy in school.

Quality of teaching, learning and assessment

Good

- Teachers are knowledgeable about all of the subjects in the school's curriculum. They are clear about the knowledge and skills that build in each and every subject over time. For example, in design and technology, teachers give due prominence to developing pupils' skills of evaluating what they have made against their original designs.
- Teachers are ambitious for pupils to succeed. Pupils acquire a wide-ranging vocabulary because adults skilfully introduce and explain interesting and new words to them.
- Learning is planned carefully to meet the needs of pupils. Teachers use assessment information well to identify any gaps in pupils' knowledge and understanding, including for pupils who have SEN and/or disabilities. Additional support is effective in attending to those gaps and, as a result, pupils make good progress.
- Teaching assistants make a good contribution to teaching and pupils' learning because they are well trained. They have good subject knowledge so are able to be clear with pupils about what they are learning and why. All staff deepen pupils' thinking through the thoughtful questions they ask.
- Relationships between adults and pupils are strong. Staff create a classroom culture where pupils are not afraid to try or 'have a go', for example when reading aloud, to share their thoughts on complex subjects.
- Leaders recognise that, sometimes, teachers take too much time explaining things to pupils that they already know.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy school and enjoy learning. Pupils take pride in their work and respond well to the high expectations that adults have.
- Leaders place great importance on pupils' well-being. For example, it is a conscious decision to retain a balanced curriculum for all pupils in all year groups and thus not place undue regard on statutory assessments. Physical activity is given high status in the school, both through the wide-ranging activities offered and the visitors who come in to encourage sporting participation.
- Pupils' safety and well-being are given good prominence within a well-planned curriculum. Pupils have a good understanding of how to stay safe, including when online. Pupils trust adults and know who to talk to if they have any concerns.
- Pupils' levels of attendance overall are good. However, leaders and governors recognise that too many disadvantaged pupils are persistently absent.

Behaviour

- The behaviour of pupils is good.
- Classrooms are calm and purposeful places in which to learn. Pupils work equally well together or on their own. On the occasions when teachers are telling them things they already know and understand, pupils remain well behaved.
- Pupils move around the school with minimum fuss. Behaviour on the playground is good as pupils talk happily or play together.
- Some pupils find it difficult to manage their emotions. These pupils are well supported. Pupils can talk about improvements in their behaviour and/or the quiet places adults provide for them so they can calm down.
- Parents, staff and pupils feel that pupils behave well.

Outcomes for pupils

Good

- Pupils make very good progress in art, and design and technology. Consequently, they are working to a very high standard in these subjects and are very well prepared for key stage 3.
- Pupils make good progress in a wide range of other subjects, including history and geography. They have a good understanding of the world around them.
- Pupils make good progress in English. Younger pupils develop good phonics knowledge and are able to use and apply this in their writing. Standards in reading are good. Older pupils are able to comprehend complex texts in their English lessons and can infer meaning in what they read.
- Pupils, including the most able, make good progress in mathematics. The well-designed curriculum ensures that older pupils are able to use and apply their

mathematical knowledge in a wide range of subjects. For example, they develop their problem-solving and reasoning skills as they plan and evaluate their design and technology projects.

- Pupils who have SEN and/or disabilities make good progress, including those with an EHC plan and those who are working significantly below age-related expectations. Younger pupils are given good support to develop their spoken language skills.
- Disadvantaged pupils, including those who have SEN and/or disabilities, make consistently good progress in all subjects. Leaders know their school well. They therefore know that although differences are diminishing, some gaps in attainment between disadvantaged pupils and their peers are still too wide.

Early years provision

Good

- Leaders have ensured that the early years curriculum is interesting, engaging, broad and balanced. Children develop high levels of creativity because activities are well planned and thoughtfully resourced. Adults are ambitious for what the youngest children in the school can do.
- Teaching is good. Staff assessment of children's starting points is accurate. Adults have good knowledge of how children learn and the questions they pose are effective at supporting children to articulate their ideas and thoughts. Children who require additional help to regulate their emotions and self-control are well supported.
- Children make good progress in the early years, including those who are disadvantaged and those who start Reception with knowledge and skills that are below those one would typically find. Children who start school with good levels of fine motor skills and an interest and desire to write also make good progress. Consequently, children are well prepared to join Year 1.
- Children develop very good personal and social skills. Routines are well established and adults have high expectations. Children rise to these. When working on creative projects or playing together in role play areas, children show high levels of cooperation and collaboration.
- Parents play an active part in their child's early education. Parental contributions to assessment information are frequent and valued by staff. Parents recognise and appreciate the hard work of staff and the effective transition arrangements at the beginning and end of the academic year.

School details

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| Unique reference number | 126045 |
| Local authority | West Sussex |
| Inspection number | 10046543 |

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.

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 425 |
| Appropriate authority | The governing body |
| Chair | David Rogers |
| Headteacher | Clare Jee |
| Telephone number | 01903 241175 |
| Website | www.goring.w-sussex.sch.uk/ |
| Email address | office@goring.w-sussex.sch.uk |
| Date of previous inspection | 23–24 February 2012 |

Information about this school

- The school was last inspected as a first school. It has grown to a two-form entry primary school. The current Year 6 pupils are the first to have gone through the whole school. The school is now larger than the average-sized primary school.
- The proportion of pupils who have SEN and/or disabilities is higher than that found nationally. The proportion with an EHC plan is significantly higher.
- The school has a lower proportion of disadvantaged pupils compared to other schools nationally.
- The inclusion leader with responsibility for pupil premium joined the school at the beginning of 2018. The early years leader was absent during the inspection.

Information about this inspection

- Inspectors observed teaching and learning throughout the school, sometimes with leaders.
- Inspectors and leaders reviewed a wide range of work in pupils' books. Inspectors looked at pupils' work during lessons and spoke to pupils about their learning.
- Meetings were held with senior leaders and with members of the governing body. Documents relating to governance were reviewed. Meetings were held with representatives of the local authority.
- Parents' views were considered through the 57 responses to Ofsted's online survey, Parent View, and in conversations with parents at the beginning of the school day.
- Pupils' views were heard through conversations with inspectors at breaktime, lunchtime and around the school. Inspectors met a group of staff and also talked to staff around the school.
- Inspectors considered a wide range of documents, including those relating to how additional funds for disadvantaged pupils are allocated. Inspectors also evaluated information relating to pupils' progress, behaviour and attendance.
- Inspectors reviewed safeguarding records and the central record of recruitment checks.

Inspection team

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|---------------------------|-------------------------|
| Mark Cole, lead inspector | Her Majesty's Inspector |
| Becky Greenhalgh | Ofsted Inspector |
| Simon Yates | Ofsted Inspector |
| Maxine McDonald-Taylor | 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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