

Ferring CofE Primary School

Sea Lane, Ferring, Worthing, West Sussex BN12 5DU

Inspection dates

3–4 April 2019

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders' evaluation of the quality of education provided by the school is too generous.
- Pupils' progress over time has not been good enough, particularly in writing. Currently, some pupils, especially boys in key stage 1, are making weak progress.
- Pupils' progress is not consistently good enough across year groups and subjects.
- Teachers do not always set high expectations for what pupils are able to achieve. Some of the most able pupils do not make the progress they could to attain the higher standards they are capable of.
- Teachers' assessments of some pupils' writing are not sufficiently accurate. In some cases, they are overgenerous.
- Teachers do not consistently set tasks that move pupils' learning on rapidly. In some subjects, there is not enough emphasis on the development of skills.
- Teachers' expectations of pupils' attitudes to learning are generally not high enough. As a result, there is low-level disruption in some lessons.
- Subject leaders carry out checks on teaching and learning. However, they do not ensure that their work has the maximum impact on improving the quality of teaching.

The school has the following strengths

- Leaders' actions are beginning to improve the quality of teaching and pupils' progress.
- Staff are positive about the changes being brought in by leaders. They are diligent and committed to doing their best for pupils.
- Leaders ensure that the curriculum is broad and balanced.
- Provision for children in the early years is a strength of the school. Staff know the children well and plan activities which ensure that all children make good progress and achieve well.
- The school is a warm and welcoming environment.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and raise standards in writing, particularly for boys, by ensuring that all teachers:
 - have high expectations of what pupils can achieve
 - ensure the consistent use of grammar, punctuation and spelling.
- Raise teachers' expectations so that they challenge and stretch the most able pupils to reach greater depth in their learning.
- Ensure that teachers' expectations of pupils' behaviour for learning are consistently high across all classes.
- Make sure that subject leaders play a full part in improving the quality of teaching and pupils' outcomes in the areas for which they are responsible.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have established a culture of higher expectations for pupils' outcomes. Most staff have taken the raised aspirations on board, but these are not reinforced stringently enough across the school. This has resulted in inconsistencies in the quality of teaching, learning and assessment. Some planned improvements have been affected by the long-term absence of leaders and staff.
- Leaders have a good system in place for checking on the quality of teaching by observing in lessons, looking at pupils' work and seeking pupils' views about the teaching they receive.
- The leaders of English and mathematics are becoming more effective in their roles. However, their subject leadership skills require further development. Middle leaders know some of the strengths and areas for development in their subjects, and are carrying out monitoring and evaluation activities to check on the quality of teaching. However, their plans for improvement are not specific enough. They do not precisely identify the teaching that would enable pupils to make strong progress.
- The curriculum is broad and balanced. Subjects are taught through a thematic approach. Pupils gain access to a range of rich experiences which support the development of their skills. These include regular opportunities to share their learning with their parents in special assemblies. During the inspection, Year 3 were immersed in a Stone-Age Day which culminated in a sharing assembly, and Year 4 were observed building on the drumming skills which they had very recently shared in assembly. Leaders do not yet monitor the progress and development of pupils' knowledge or skills across the wider curriculum.
- The curriculum for spiritual, moral, social and cultural education promotes pupils' understanding of the need for tolerance, respect and care for others. However, during the inspection, pupils did not consistently show respect for each other or for the inspectors.
- Pupils are provided with opportunities to explore wider cultural issues through each year group's involvement with individual countries, through pupils' commitment to eco issues and through the school's charity work. The school has earned an International School Award and an Eco-Schools Green Flag award.
- Pupils have an age-appropriate understanding of fundamental British values, such as democracy and tolerance. They are well prepared for life in modern Britain.
- The proportion of pupils eligible for support through the pupil premium is much smaller than the national average. Following an external review of the use of this funding, leaders are making sure that it is used effectively to support disadvantaged pupils' learning and welfare needs. As a result, these pupils are making good progress.
- Additional funding to support pupils with special educational needs and/or disabilities (SEND) is used effectively to enable these pupils to make good progress from their starting points and achieve their targets. Good partnerships with a range of external agencies provide effective advice and support for leaders and teachers, improving the

quality of provision for this group of pupils.

- The primary physical education (PE) and sport premium is used effectively to improve pupils' participation in and enjoyment of sport. Specialists provide professional development for staff, including joint planning and delivery of lessons. This is helping to improve the quality of PE across the school. Pupils have more opportunities to participate in competitions and events with local schools.
- Most parents who responded to the Ofsted online questionnaire, Parent View, agreed that their children are happy and well looked after at the school. A few voiced unease about the leadership of the school, and also about bullying and the way that concerns are dealt with. Other parents noted the impact of the recent cuts in support staff, while praising the current staff. One comment, representative of such views, stated: 'I think the school manages really well to provide the best possible support and to create a very positive and encouraging environment for my children.' Another parent wrote: 'There is a wonderful family feel at the school and the staff and leadership team know parents by name, making them feel welcome yet not afraid to address any concerns if raised. I wouldn't hesitate to recommend the school and couldn't be happier.'
- The local authority has supported the school since the previous inspection, and reports that leaders have responded well to this support.

Governance of the school

- Governors are very proud to be associated with the school, particularly in relation to the school's ethos and culture. They are clear on the school's current strengths and weaknesses and they are committed to working with school leaders to address the school's priorities. The governing body has supported leaders in trying to stabilise the disruption to pupils' learning caused by staff absences.
- Governors hold leaders to account appropriately by questioning and probing information that is presented to the governing body. Governors also visit the school regularly to get an overview of the quality of teaching, learning and assessment. They have appointed a governor to monitor and check on safeguarding arrangements, and a governor to monitor the effectiveness of the use of the pupil premium.

Safeguarding

- Senior leaders ensure that the safeguarding arrangements and practice in the school are effective, so that pupils are kept safe and secure. All policies are up to date and reflect the latest guidance.
- The safeguarding team maintains the required confidential records and, when appropriate, shares information with relevant external agencies. However, the team's record-keeping system is not rigorous enough and requires improvement.
- Appropriate background checks are made on all adults in school to make sure they are suitable to work with pupils. Staff receive regular safeguarding training and weekly updates. They understand their responsibilities.

Quality of teaching, learning and assessment

Requires improvement

- Leaders have developed assessment systems to track pupils' performance more rigorously. These systems identify pupils who are falling behind, so that additional support can be put in place. Teachers moderate their assessments and share practice with other schools. As a result, there is greater confidence in the accuracy of this information. However, inspectors considered some assessments to be too generous, particularly in regard to writing.
- Assessment systems provide valuable information about what pupils can do in reading, writing and mathematics. However, not all teachers make the best use of this information in order to set work that matches pupils' needs with enough precision. In several classes, all pupils were seen to be working on the same tasks, regardless of their abilities. This results in some pupils finding the work too easy or too difficult.
- Pupils are not moved on quickly enough when they have mastered basic skills. Teachers do not routinely set demanding tasks that deepen pupils' learning. This is especially so for the most able. As a result, too few pupils are sufficiently challenged to enable them to reach the higher standards in English and mathematics at the end of key stage 1 and key stage 2.
- Teachers expect pupils to read regularly, but these expectations are not always met. Some pupils told inspectors that they do not enjoy reading.
- Efforts to raise standards in writing have started to have an impact. Work in pupils' books shows evidence of increasing challenge in the tasks set by teachers, and in the extent to which pupils are expected to write at length independently. However, teachers' expectations of pupils' written work are too variable. Some teachers are too willing to accept work that is not good enough and presentation that is unsatisfactory. In some classes, pupils do not apply their grammar, spelling and punctuation knowledge effectively. Consequently, pupils, particularly boys in key stage 1, do not make the strong progress they need in order to meet age-related expectations and, for the most able, the higher standards.
- Learning in mathematics is not consistently effective because teachers do not always provide sufficient stretch and challenge. Sometimes, most-able pupils complete their work quickly and then wait for the others to catch up, or for adults to provide more work. Similarly, some low-attaining pupils struggle with the work set and sit waiting for adults to help. Pupils' workbooks show that problem-solving and reasoning skills are being developed across the school.
- The teaching and assessment of phonics across Reception Year and key stage 1 are effective. Teachers ensure that pupils have the skills to read unfamiliar words accurately. This is building pupils' confidence, thus enabling them to become more fluent readers. Adults provide the correct balance of support and challenge for pupils in phonics lessons. Consequently, pupils successfully apply the phonics skills they are acquiring in their reading.
- Some teachers and teaching assistants use questioning skilfully to interest and engage pupils, getting them to think more deeply about what they are learning. They use praise effectively to reward and encourage pupils' participation. These adults foster very positive relationships and ensure that pupils are motivated and immersed in their

learning. Such effective practice is not a consistent feature across the school.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement because leaders and teachers have not ensured that pupils understand how to be successful learners.
- Although pupils enjoy the various responsibilities available to them, such as taking part in the school council and the eco team and leading play, some elected representatives said that there are few opportunities for them to take part in discussions, or for their opinions to be listened to.
- Despite concerns expressed by a few parents, pupils understand what bullying is and the various forms that it may take, including cyber bullying. Pupils are clear that incidents of bullying in school are rare, and are confident that an adult will deal with any concerns quickly, once they become known.

Behaviour

- The behaviour of pupils requires improvement.
- During the inspection, many pupils were seen to be well behaved, especially when moving around the school, but low-level disruption in some classrooms was also observed. These instances of disruption were not dealt with effectively to stop the disturbance reoccurring. The behaviour did affect pupils' learning.
- Pupils were seen behaving well at breaktimes and relationships between pupils are mostly good. Pupils were able to tell inspectors about the 'buddy bench', although they said that it is rarely used by anyone as there 'is always someone to play with'.
- Leaders have taken positive action to improve attendance. Their strategies, including rewarding good attendance and working with outside agencies, have resulted in overall attendance now being in line with the national average. Persistent absence is also reducing and becoming closer to the national figure.

Outcomes for pupils

Requires improvement

- Children make a good start in the early years and are well prepared for Year 1. Some pupils continue to make strong progress in key stage 1. However, there are too many pupils who are not building on this strong foundation.
- Following a dip in 2017, the proportion of pupils achieving the expected standard in the Year 1 phonics screening check has improved, and is now in line with the national average.
- Over the past three years, outcomes at the end of key stage 1 have been variable, and in 2018 they remained below the national averages for writing and mathematics.
- Leaders' actions to improve the quality of teaching and learning have resulted in a

three-year improving trend in attainment and progress at the end of key stage 2. In 2018, pupils' attainment in reading, writing and mathematics was at or above the national averages for each subject. In addition, pupils' progress was in line with national figures for reading, writing and mathematics.

- Leaders' analysis of pupils' assessments and inspectors' scrutiny of pupils' books show that current pupils, across the school, are not making consistently strong progress. In some classes, progress meets the school's expected rate, with some pupils making stronger progress. However, in other classes, progress is not good enough and pupils are falling behind age-related expectations.
- Disadvantaged pupils make progress that is similar to, and sometimes better than, other pupils. This is because leaders use the pupil premium funding effectively in order to provide targeted and appropriate support to meet the needs of disadvantaged pupils.

Early years provision

Good

- The proportions of children achieving a good level of development have been close to, or above, the national averages for the last three years. The early years leader has identified relevant priorities for the provision. She has identified that few children exceed the early learning goals, for example, and has planned some actions to improve the progress of the most able children, including developing their keyboard typing skills. During the inspection, two children were observed making up a story that they were typing onto a blank document.
- The classrooms and outdoor areas are bright, exciting and interesting. Staff are friendly and provide a warm welcome for children and their parents. This helps children to settle in well. They are keen to explore and find out as much as possible. Parents spoke highly of the staff and the work they do with their children in the early years.
- The early years leader has analysed children's progress information and put measures in place to improve children's writing skills and strengthen the progress of boys. She has used this information in her work with staff, improving the setting so that the environment is inviting and better promotes learning. All staff are aware of the need to engage boys in their learning. They have introduced appropriate topics to stimulate boys' interest. As a result, differences between the attainment of boys and girls are beginning to diminish.
- Staff encourage regular communication with parents. This includes the initial transition sessions to help build children's confidence in the setting and ensure that they settle quickly. Staff record children's progress in online journals which are shared with parents. Parents are encouraged to contribute to these journals by adding their own examples of their children's achievements. Parents have a very positive view of early years and appreciate the many opportunities for regular communication with staff. One parent said: 'My child regularly tells us about what he has been doing and how much he enjoys it. There are regular opportunities to review my child's work and development.'
- Staff in early years keep their skills and knowledge up to date through the regular training provided by leaders. This includes safeguarding and first aid. The early years

leader works well with colleagues in other schools and nurseries, sharing her knowledge and developing her expertise.

School details

Unique reference number	125982
Local authority	West Sussex
Inspection number	10088144

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	199
Appropriate authority	The governing body
Chair	Susan Pratt
Headteacher	Gill Silk
Telephone number	01903 243 945
Website	www.ferring.w-sussex.sch.uk/
Email address	head@fering.w-sussex.sch.uk
Date of previous inspection	7–8 December 2016

Information about this school

- This is a smaller-than-average-sized school. It is a Church of England voluntary-controlled school, part of the Diocese of Chichester.
- A Section 48 inspection was carried out by the Diocese of Chichester in July 2017.
- The deprivation indicator for the school is in the lowest 40% of all primary schools. The proportion of pupils who attract pupil premium funding is below the national average.
- The proportion of pupils with SEND is below the national average.
- The number of pupils who speak English as an additional language is below the national average.

Information about this inspection

- Together with the headteacher and deputy headteacher, inspectors looked at documents relating to pupils' behaviour, attendance and safety, safeguarding, the minutes of the governing body's meetings and the local authority's reports. Inspectors also considered information about pupils' progress, the school's evaluation of its effectiveness and improvement plans.
- Year 6 pupils were not in school during the inspection as they were on residential visit.
- Inspectors observed teaching in all year groups except Year 6. Some of the observations were carried out jointly with the headteacher.
- Inspectors met with the headteacher, the deputy headteacher, the SENCo (special educational needs coordinator), the early years leader and leaders with subject responsibilities. The lead inspector met with members of the governing body and with a representative of the local authority.
- Inspectors sampled work in pupils' books from all year groups and across a range of subjects.
- Inspectors listened to pupils read. They spoke with pupils in a meeting, in lessons and at social times, and noted the 58 responses to Ofsted's online pupil questionnaire.
- Inspectors spoke with staff in meetings and around school, and reviewed the 17 responses to Ofsted's online staff questionnaire.
- Inspectors took account of the 80 responses and free-text comments to the Ofsted online questionnaire, Parent View.

Inspection team

Marcia Goodwin, lead inspector

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