

Inspection of a good school: Easebourne Church of England Primary School

Wheelbarrow Castle, Easebourne, Midhurst, West Sussex GU29 9AG

Inspection dates:

17 and 18 November 2021

Outcome

Easebourne Church of England Primary School continues to be a good school.

What is it like to attend this school?

This is a welcoming and friendly place where everyone cares for one another. The school's values of 'faith, hope and love' are at the heart of the community. One pupil said, 'We are all loved and appreciated by everyone in our school.' Pupils feel safe and valued. They get along well with one another. Pupils do not worry about bullying. If a 'falling out' between pupils occurs, they say that adults deal with it quickly and 'help us make the friendship better'.

Leaders provide an extensive range of opportunities for pupils to develop their interests and discover new things. There is something for everyone. For instance, pupils enjoy a wide range of sports activities, learn to build and drive cars in 'Goblin club', and perform at events in the local community.

Staff want the best for all pupils. Pupils are keen to learn. They are proud of their achievements. Children in the Reception class are attentive and buzz with excitement. Parents and carers are highly appreciative of the school. One parent echoed the thoughts of many by saying, 'I could not be happier with the education, care and support my children receive.'

What does the school do well and what does it need to do better?

Leaders have developed an ambitious, challenging and interesting curriculum. They are determined for all pupils to receive a well-rounded education that successfully prepares them for life beyond the school gates. Leaders have identified the important knowledge and skills pupils should learn and remember in each subject. Trips, visits and visitors provide pupils with opportunities to use their learning purposefully.

Overall, staff have secure subject knowledge. Useful training for teachers in reading and mathematics is helping to ensure that these subjects are taught well. Teachers engage and challenge pupils to learn and remember more. They carefully check how well pupils have understood what they have learned before moving them on to new ideas. However,

leaders have identified that some staff are not as confident in delivering a small number of subjects such as art and physical education. Consequently, while pupils' achievement is good overall, it could be even better in some subjects.

Mathematics is taught well. Teachers check and make sure that all pupils, including children in early years, learn well. Pupils confidently use mathematical knowledge and vocabulary to discuss and explain their ideas. Leaders know how well pupils are achieving across the different year groups and make sure that the curriculum is adjusted to meet pupils' needs effectively. However, this is not consistent across all subjects in the school's curriculum.

Staff nurture pupils' love of reading. Leaders provide pupils with a diverse and varied selection of books to read and enjoy. Pupils take pleasure in visiting the well-stocked library. They discuss and share the books they read with staff and their friends. Children get off to a flying start as soon as they start in Reception Year. Pupils learn phonics in a sequence that helps them learn to read fluently and confidently. They read books that help them practise the sounds they learn in lessons. Pupils who need any extra support with their reading are quickly identified by teachers. This helps them to catch up quickly.

Pupils with special educational needs and/or disabilities are fully included in all aspects of school life. Staff understand these pupils' needs. Careful identification ensures that tailored support is provided. Where appropriate, leaders work with external professionals to make sure that these pupils get the help they need.

Staff have high expectations of pupils' behaviour. Pupils concentrate well and show positive attitudes towards their learning. Pupils listen and take turns to talk respectfully when they work with a partner. They share and debate their ideas in a mature and considerate way.

Leaders provide a wealth of opportunities for pupils to learn about their role as responsible citizens. For instance, pupils regularly raise funds for charities and help out at the local food bank. Pupils particularly take pride in looking after their school, for example as house captains, playtime leaders, rights ambassadors and school librarians.

Leaders and governors look after their staff exceptionally well. They have reviewed teachers' workload and have removed unnecessary tasks. Staff morale is high. This is because they feel that leaders genuinely care about their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that pupils' safety is a top priority. All appropriate checks are completed to ensure the suitability of staff. The training staff receive helps them to recognise the signs of when pupils are at potential risk. Staff understand what to do if they have any worries about pupils' welfare. Leaders act quickly to deal with any concerns. Referrals to outside agencies are made in a timely manner, ensuring that pupils and their families get the

support they need. Pupils know that they should speak to a trusted adult if they are worried or upset.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are aware that in a small number of subjects, staff have variable pedagogical knowledge. Leaders should ensure that teachers are confident and skilled in the content they are delivering. This will improve pupils' achievement even more.
- Subject leaders have a precise understanding of how well pupils are achieving across the school in English and mathematics. Consequently, leaders make sure that the curriculum is shaped and adapted effectively so that all pupils learn well. Leaders should ensure that this is as well developed across all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	126003
Local authority	West Sussex
Inspection number	10200176
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	220
Appropriate authority	The governing body
Chair of governing body	Victoria Hampshire
Headteacher	Johnny Culley
Website	www.easebourne.w-sussex.sch.uk
Date of previous inspection	5 and 6 October 2016, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England voluntary-controlled primary school. The last section 48 statutory inspection of Anglican and Methodist schools took place in October 2016.
- The school does not currently use any alternative provision.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation of the school.

- The inspector met with the headteacher, the deputy headteacher and members of staff. The inspector also spoke to the special educational needs coordinator.
- The inspector met with three governors, including the chair of the governing body. The inspector also met with a representative from West Sussex local authority and had a telephone discussion with a representative from the Diocese of Chichester.

- The inspector carried out deep dives in these subjects: early reading, mathematics and music. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work. The inspector also heard a selection of pupils read.
- To inspect safeguarding, the inspector checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. The inspector also talked to a range of staff and pupils informally.
- The inspector considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- The inspector took account of the responses to Ofsted's Parent View questionnaire and the additional free-text responses.
- The inspector met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons. The inspector also considered the responses to Ofsted's online survey for pupils.
- The inspector reviewed a range of documentation, including the school's self-evaluation and school development plan, and information about the school's curriculum.

Inspection team

Louise Walker, lead inspector

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021