

# Inspection of West Wittering Parochial Church of England School

Pound Road, West Wittering, Chichester, West Sussex PO20 8AJ

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Inspection dates: 18 and 19 October 2022

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| <b>Overall effectiveness</b> | <b>Good</b>        |
| The quality of education     | <b>Good</b>        |
| Behaviour and attitudes      | <b>Good</b>        |
| Personal development         | <b>Outstanding</b> |
| Leadership and management    | <b>Good</b>        |
| Early years provision        | <b>Outstanding</b> |
| Previous inspection grade    | Good               |

## **What is it like to attend this school?**

Pupils are joyful at this caring and happy school. Pupils say, 'We are all friends here.' At playtime, boys and girls of all ages dance on stage and share role play in the giant pirate ship, built by parent volunteers.

Pupils say that bullying never happens and that they are always safe. Pupils all identify trusted adults and relationships are warm and nurturing.

Everyone loves 'beach school'. Teachers plan engaging learning activities at the beach, building pyramids in history and conducting thermal insulation investigations in science. Pupils care deeply about the environment and lead 'beach clean' operations.

Pastoral care is exceptional. One parent, representing the views of many, said, 'The sense of community, belonging, inclusivity, safety and happiness is paramount in all the children do.' The day begins with a welcoming breakfast club, and every pupil completes the 'emotional well-being register'. Staff quickly respond to emotional worries. Pupils feel highly cared for.

Pupils are passionate about equal opportunities. Girls enhance their engineering prospects by building 'electric karts' to enter races at Goodwood. Pupils learned about baptism in church and chose two mums to be parents. Assemblies about a range of equalities, and partnership with a school in Sierra Leone, help pupils celebrate how everyone is unique and special.

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

Leaders have planned a curriculum which is ambitious and inclusive. Pupils work well together, collaborating in activities such as mathematics challenges, science investigations and online safety projects. Pupils love taking learning to the beach. Teachers plan enriching activities during 'beach school' sessions, ensuring close links to the curriculum.

Through a well-sequenced programme, reading is a high priority. Pupils read books which match the sounds they are learning. Teachers check pupils' knowledge of sounds before they move on. Staff give extra help to pupils with special educational needs and/or disabilities to make sure they achieve well with reading.

Staff are well trained to support pupils across different year groups with 'pre-teaching'. This helps to prepare pupils with language and concepts they will need to succeed in their mathematics lessons. Staff provide individual support using targeted interventions every day. Catch-up programmes ensure that no pupil is left behind.

The school's curriculum is well sequenced. However, work given to pupils does not always precisely match intended learning. As a result, pupils may not know and remember more in some subjects. Teachers do not always plan activities with a

sharp focus on the key knowledge for pupils to learn. Some foundation subjects are less well implemented. Leaders' work to help teachers to develop greater expertise is starting to have a positive impact, as staff feel well supported.

Children make a flying start in early years. Parents are thrilled how quickly their children acquire early reading and mathematics skills. The environment is rich with language and learning opportunities. Staff capitalise on every chance to help children learn vocabulary, solve problems and develop confidence, independence and motor skills. Children take safe risks as they traverse the climbing walls and obstacle courses. Care is of a high quality and communication is strong.

Behaviour is good. Pupils understand high expectations and live up to them around the school. Most pupils, especially children in early years, show high levels of concentration. However, some older pupils occasionally lose focus. This is because activities are not always planned sharply enough to keep all pupils highly engaged.

Opportunities for personal development are exceptional. Well-being is the top priority. Pupils love the school dogs. Pupils talk knowledgeably about mental health and the benefits of exercise and healthy eating. Leaders promote equality and diversity through the school's aim to promote the talents and beliefs of every unique child. Pupils are active citizens, embracing ways to improve the planet. They lead beach cleaning as part of their 'community action' work.

Pupils attend a wide range of clubs to celebrate and develop their talents. When disadvantaged pupils request opportunities, leaders find ways to offer them. Participation is high in clubs, including archery, fitness, netball, football, music and art. Leaders are passionate that nobody should ever miss out. Pupils loved singing at the O2 arena. Learning is enriched by visits involving flight simulation, Roman sites, residential trips, farms and festivals. Swimming and water safety are rightly prioritised in this coastal setting.

Staff feel highly supported and proud of their school. Parents value the effective communication of leaders, who keep them well informed about learning. Parents describe leaders as 'strong, dedicated and forward-looking' while 'always putting children first'. Leaders are role models for others, always taking time to celebrate the unique success of every pupil. Governors know the school well. They show expertise, ambition and dedication, offering support and challenge to leaders to continually make improvements.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have embedded robust processes to keep pupils safe from harm. Staff know how to identify concerns and follow them up. All procedures are clearly understood, including whistle-blowing. Regular training and strong governance strengthen practice further. There is a culture of vigilance across the school community.

Leaders refer issues and enlist extra support for families whenever needed. Leaders' actions have helped families to access valuable help in times of trauma. Safeguarding records are detailed and well maintained. Recruitment processes are managed diligently.

Pupils learn about online safety and healthy relationships through assemblies and curriculum activities.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The work given to pupils does not always precisely match the intended learning. As a result, pupils may not know and remember more in all subjects. Teachers should plan activities more sharply to focus on the key components of knowledge they want pupils to learn.
- Foundation subjects are at different points of development. In the strongest areas, teachers have secure knowledge and check pupils' progress effectively. In less developed subjects, pupils are not demonstrating their understanding as consistently. Leaders should support teachers with professional development in areas outside of their main expertise.

## **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.

## **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

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| <b>Unique reference number</b>             | 126000   |
| <b>Local authority</b>                     | West Sussex  |
| <b>Inspection number</b>                   | 10227018   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary controlled   |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 103  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Lesley Handford  |
| <b>Headteacher</b>                         | Nicholas Matthews  |
| <b>Website</b>                             | <a href="http://www.westwitteringschool.co.uk">www.westwitteringschool.co.uk</a> |
| <b>Date of previous inspection</b>         | 15 February 2017, under section 8 of the Education Act 2005                      |

## Information about this school

- The school is part of the Diocese of Chichester. The school was rated outstanding in its most recent section 48 inspection, in October 2015.
- The school offers a breakfast club on site, led by school staff.
- The school currently uses no alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils and looked at pupils' work.

- The lead inspector also visited lessons in science and art, and looked at pupils' work in history and geography.
- The lead inspector listened to a range of pupils read.
- Inspectors observed catch-up interventions to learn how staff provide extra support to pupils.
- Inspectors met with the headteacher, the senior teacher, teachers, support staff and the special educational needs and disabilities coordinator.
- The lead inspector met six members of the governing body, including the chair and vice-chair of governors.
- To inspect safeguarding, inspectors studied documents and records, including the school's single central record and child protection referrals. Inspectors spoke with the designated safeguarding lead, staff and pupils.
- Inspectors considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of the responses to the Ofsted Parent View questionnaire and the additional free-text responses.
- Inspectors 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 lead inspector spoke by telephone with representatives from the Diocese of Chichester and the local authority.

### **Inspection team**

Scott Reece, lead inspector

His Majesty's Inspector

James Freeston

Ofsted Inspector

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