

# Inspection of Sompting Village Primary School

White Styles Road, Sompting, Lancing, West Sussex BN15 0BU

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Inspection dates: 22 to 23 November 2022

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

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

Pupils experience a caring and warm environment where inclusivity is valued. This common feeling was summarised by one pupil, who shared this comment, 'Everyone is different and that's what makes us special.' There is a sharp focus on knowing each pupil well. There are shared high expectations for what children can achieve. Leaders have successfully created a culture in which learning is prioritised. They have identified that many pupils lack confidence. Staff provide effective support to build pupils' self-esteem.

The school works hard to raise aspirations for pupils. They bring the outside world into school so that pupils have a breadth of experiences. This includes singing with an orchestra and attending competitions. Expectations for behaviour are high. Pupils rise to these and are proud to do so. They treat each other with consideration and respect. The ethos in classrooms and corridors is calm and orderly. The school does not tolerate unkind behaviour or bullying. Trusted adults promptly deal with any instances of unpleasantness.

Playtimes are social occasions. Pupils enjoy playing on the vast trim trail, climbing the monkey bars or taking a quiet moment with their friends. In the dining hall, pupils talk enthusiastically about their lunch choices and debate their favourite foods. They are keen to share their ideas and appreciate the views of others.

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

Leaders, including governors, are ambitious for all pupils. Overall, leaders have designed a well-sequenced curriculum in most subjects. In these subjects, pupils learn key content which they remember over time. This begins in the early years where children begin to learn concepts linked to future learning. Teachers use a range of strategies to support pupils' learning during lessons. This means that pupils understand and remember their learning. Leaders have identified a few foundation subjects where pupils do not achieve as well as they could. This is because leaders have not provided teachers with the precise order in which pupils will learn the essential knowledge that they need to remember. Plans are in place to develop this.

Reading has been successfully prioritised by the school. There is a clear focus on the importance of pupils learning to read. Leaders understand that reading is fundamental for future learning. A clear phonics programme supports pupils to learn to read from early years. The books that pupils read are matched to the sounds learned. Targeted intervention enables pupils who find reading more difficult to access the same learning as their peers. Leaders have promoted a love of reading across the school. Pupils in key stage 2 are enthusiastic about the recognition they receive for successfully completing quizzes linked to their reading books.

The school has developed clear processes for identifying pupils with special educational needs and/or disabilities (SEND). There is a stepped approach for a child

to be placed on the school's special educational needs register. Support is put in place before this happens. Leaders monitor this and ensure that the provision is appropriate for each child.

Pupils have positive attitudes towards learning. Teachers make adaptations to learning so pupils with SEND can access the content of lessons. Where pupils have more complex needs, the school has a personalised approach to make sure that learning is appropriate. This includes working with external agencies so that the tailored support meets the needs of these pupils. In some lessons, adults do not always check pupils' understanding of key content. This means that some pupils have gaps in their knowledge. Staff training and coaching is planned to develop teacher expertise in this area.

Behaviour around school is calm and purposeful. This is encouraged by all staff and developed through strong relationships. From the early years, pupils are taught the shared rules and routines. The youngest children take turns, share and listen attentively. These routines build throughout the school and are modelled by adults. As a result of shared high expectations, behaviour in lessons is positive.

Personal development is a strength of the school. Pupils are provided with opportunities that they may not experience outside of school. This includes attending sporting events, participating in archery and singing at the cathedral. There is a clear relationships and health curriculum that builds learning over time. Pupils understand what a healthy relationship is, they talk positively about different types of family and know how to develop healthy habits. The school focuses on building resilience in pupils. There are two learning mentors and a therapy service which pupils can access. There is still some work to be done in preparing pupils to be active citizens in the community.

Staff value the support provided by leaders. The vision for the school is understood by all and there is a collaborative approach towards school improvement. Governors offer effective support and challenge. They understand their roles and work alongside school leaders to focus on specific areas such as attendance.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have a clear understanding of their school community and the potential risks to pupils. They work closely with families to bring about change. Where they have concerns, they make referrals to the multi-agency safeguarding hub. Leaders are tenacious in their approach to safeguarding and challenge professionals if necessary.

Pupils learn about keeping themselves safe. This is covered through the personal, social and health curriculum as well as in computing lessons. They talk candidly about not keeping secrets if someone was in danger and who they would talk to if they had concerns.

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

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

- In a small number of foundation subjects, work to refine the curriculum is not yet complete. This means that pupils do not achieve as well as they could across all areas of the curriculum. Leaders need to ensure that the curriculum in all subjects is well structured and coherent.
- In some lessons adults do not check and make sure that pupils have retained important ideas and concepts. As a result, some pupils do not learn as well as they could. Leaders need to continue to provide further training around the use of assessment.

## 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

<b>Unique reference number</b>	134896
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10241217
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	490
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Claire Clements
<b>Headteacher</b>	Richard Cave
<b>Website</b>	<a href="http://www.somptingvillageprimary.co.uk">www.somptingvillageprimary.co.uk</a>
<b>Dates of previous inspection</b>	13 to 14 March 2019, under section 5 of the Education Act 2005

## Information about this school

- The school does not currently use any alternative provision.
- The chair of governors has been in post since the start of the academic year. She was previously a member of the governing body.
- The school provides a breakfast club.

## 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 met with the headteacher, the deputy headteacher and the assistant headteacher. They also met with other school leaders, staff and pupils.

- The lead inspector met with five governors, including the chair of the governing body. Inspectors also spoke with a representative from West Sussex local authority.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, physical education, art and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also reviewed curriculum plans and spoke to leaders about other subject areas.
- To inspect safeguarding, inspectors checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. Inspectors also talked to a range of staff and pupils informally.
- The inspection team considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of the 72 responses to the Ofsted Parent View questionnaire and the additional 55 free-text responses. An inspector talked with some parents on the first morning of the inspection.
- The inspection team met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- Inspectors reviewed a range of documentation, including the school professional development plan and pupil premium funding plan.

### **Inspection team**

Sara Staggs, lead inspector	His Majesty's Inspector
Shazia Akram	His Majesty's Inspector
Paul Bateman	Ofsted Inspector

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