

# Inspection of a good school: Funtington Primary School

Heather Close, West Ashling, Chichester, West Sussex PO18 8DR

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Inspection date: 18 July 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

## What is it like to attend this school?

Funtington Primary School is a welcoming and inclusive community. Pupils value the warm and trusting relationships that they have with staff. Pupils feel part of a 'family' focused on helping them to succeed and to feel safe. Pastoral support and mental health initiatives are strengths as they help pupils to understand and manage their feelings.

Leaders' determination is for pupils to be the best that they can be. Pupils love learning new things and behave well around the school. At breaktimes, pupils play well together and appreciate how everyone knows each other well. Pupils say that if they have any worries, staff respond to any concerns raised. Bullying or unkind behaviour is not something pupils worry about.

Parents are overwhelmingly supportive, and appreciate how caring and committed the staff are. One parent, reflecting the views of many, said, 'They hold the best interests of the children close to everything they do.'

Leaders and governors have good intentions, and are taking action to improve the quality of education. However, as these are not yet fully in place pupils are not yet benefiting from changes to the curriculum. As a result, pupils have gaps in their knowledge and do not achieve as well as they should.

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

Leaders have designed a broad and ambitious curriculum. They have identified the knowledge that pupils need to learn, right from the start of Reception. However, the impact of the changes made are not fully evident. For example, there are insufficient opportunities for pupils to revisit previously learned knowledge, including in core and foundation subjects. Furthermore, pupils do not gain a deep understanding in

mathematics through reasoning and problem-solving. This limits pupils' opportunities to apply their knowledge and strengthen their understanding of different ideas. Pupils are not prepared well enough for their next stages of learning, for example from key stage 1 onwards.

In Reception class, there is a well-organised and stimulating learning environment. Staff interact well with children to develop their language, communication and early mathematical skills. This helps children learn effectively across all areas of learning. Children make a good start to their school life because they benefit from activities which help them become more independent. As a result, children are well prepared for more complex learning in key stage 1.

Leaders make sure they know pupils well. They have effective systems in place to identify and meet the needs of pupils who may benefit from any additional help. Teachers are supported to adapt tasks effectively to meet the needs of pupils with special educational needs and/or disabilities (SEND). As a result, pupils with SEND are supported to learn alongside their peers in the classroom.

Leaders prioritise the teaching of reading. Pupils have access to books that are well matched to the sounds they know and need to practise. Leaders work with parents to help them understand how important it is to support their children's reading at home. Leaders have identified that not all pupils are learning to read as securely as they should. Leaders have plans to help pupils build fluency and keep up, but it is too soon to see the impact these have had.

The foundations of positive behaviour and attitudes are firmly laid down in Reception class. Pupils behave well and make the right choices. However, too many pupils, including those who are disadvantaged, do not attend regularly enough. Leaders have taken action to improve attendance but it is not fully effective. Consequently, these pupils are not benefiting from education enough.

The school's personal, social, health and education curriculum is a strength of the school. Teachers plan lessons that integrate the school's core values, known as the Funtington Footprints, so that pupils gain the knowledge they need to be well prepared for life in modern Britain. This helps them develop confidence and the ability to be a part of their diverse community. Pupils benefit from a wide range of creative, sporting and cultural activities. As they get older, pupils relish new responsibilities and challenges through residential trips and well-crafted visits.

The headteacher has already secured substantial support since taking up post. Staff value how considerate leaders are regarding their workload and know that their well-being is taken seriously. There is a real sense of teamwork among staff, who are united with a common purpose. Governors bring a range of expertise and experience to their roles. They provide leaders with assistance but also the rigorous challenge they need to lead well. Governors are resolute to ensure the improvements will continue.

## Safeguarding

The arrangements for safeguarding are effective.

The culture of safeguarding is strong because leaders and governors work so well as a team. Staff are well trained to recognise potential signs of harm in children. They report any concerns promptly, and leaders ensure they are followed up. Leaders get to know pupils and their families well. They understand the community and whether there are local risks. The school works effectively with other professionals to reduce harm to children and get them the help they need. Information about child protection is overseen thoroughly to ensure no concerns are missed. Checks on adults appointed are carried out carefully, and safeguarding work is also monitored effectively by governors.

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

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

- Leaders' work to improve the curriculum, in both core and foundation subjects, is not fully effective. This means that pupils do not learn as well as they should. For example, pupils do not build knowledge securely so that it will help them access future learning or be able to connect new knowledge to larger ideas. Leaders should prioritise curriculum design and sequencing, including clear end-points. Leaders should ensure that staff are trained to implement the curriculum consistently well so that pupils know more and remember more.
- Leaders' work to improve attendance and reduce persistent absence is not fully effective. Not all pupils, therefore, benefit as well as they could from their education. Leaders must continue to take action to reduce absence and persistent absence further.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2013.

## 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>	125830
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10287959
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	96
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Michael Gauntlett
<b>Headteacher</b>	Katie Hoebee
<b>Website</b>	<a href="http://www.funtington.w-sussex.sch.uk">http://www.funtington.w-sussex.sch.uk</a>
<b>Date of previous inspection</b>	22 March 2018, under section 8 of the Education Act 2005

## Information about this school

- The headteacher started working at the school in September 2022.
- Pupils are taught in three mixed-age classes in Years 1 and 2, Years 3 and 4 and Years 5 and 6. This is in addition to one Reception Year class.
- The school does not currently use any alternative provision.
- The school provides wraparound care through a breakfast and after-school club.

## Information about this inspection

- 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 held meetings with the headteacher and the special educational needs and disabilities coordinator.
- The lead inspector met with four governors, including the chair of governors. The lead inspector also spoke with a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and religious education. Deep dives included a range of lesson visits, looking at pupils' work and talking with staff and pupils about how teaching in these subjects builds pupils' knowledge over time. The lead inspector also heard pupils read to a known adult.
- Inspectors checked a wide range of safeguarding documentation, including the single central record. They also reviewed the school's records for child protection, and assessed the school's culture of safeguarding throughout the inspection.
- The lead inspector reviewed a range of documentation, including the school's self-evaluation, strategic improvement plans and relevant school policies.
- Inspectors took account of parents' responses to the Ofsted Parent View questionnaire, along with their written comments. Inspectors also talked with parents on the morning of the first day of inspection.
- Inspectors gathered pupils' views about their learning, what behaviour is like at the school and whether they felt safe.
- Inspectors met with a range of staff to gather their views on how leaders support them and took account of their responses to the staff survey.

### **Inspection team**

Gareth Flemington, lead inspector

His Majesty's Inspector

Daniel Botting

His Majesty's Inspector

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