

Inspection of Storrington Primary School

Spierbridge Road, Storrington, Pulborough, West Sussex RH20 4PG

Inspection dates: 20 to 21 February 2024

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

This school was last inspected under section 5 of the Education Act 2005 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils benefit from a rich and interesting education. The school exposes pupils to diverse beliefs and experiences to broaden their cultural horizons. Staff help pupils to celebrate differences and to develop a deep understanding of equality. As one pupil commented, 'We are all different and we are all valued.'

Staff are determined to empower all pupils, including those who are disadvantaged, to be well prepared for the next stage of their education. The school uses the SHINE values of 'safe, happy, independent, never give up and excel' to promote positive attitudes to learning. Pupils respond enthusiastically to the school's high expectations. They are keen to work hard and learn well.

Pupils' behaviour is usually positive. From the start of Reception, they are explicitly taught how to recognise and manage their emotions. If pupils struggle to make appropriate choices, staff provide tailored support. Pupils are confident to speak to staff if they have any worries. They appreciate the care they receive.

Pupils value the exciting range of leadership opportunities. Different roles include well-being champions, play leaders and being a member of the equalities group. These positions enable pupils to make a highly positive contribution to the school.

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

The personal development of pupils is exceptional. The school has designed an impressive curriculum that develops pupils' character and their appreciation for diversity in the world around them. Staff enrich pupils' education through engaging trips and visitors. They organise additional events for pupils who are disadvantaged, including visiting the Science Museum. A rich range of extra-curricular opportunities ignites pupils' interests such as archery and philosophy. The excellent provision for broader development encourages older pupils to be exemplary role models for younger peers. One pupil reflected, 'We are like a family, and that is why we help them.'

The ambitious curriculum is well designed. The school has identified and sequenced the precise content it intends pupils to learn from early years onwards. Staff make appropriate changes to the curriculum when they think it could better meet the needs of pupils. They provide strong support for pupils with special educational needs and/or disabilities. Staff use expert knowledge to identify additional needs swiftly and adapt their teaching carefully to promote pupils' independence from the start of Reception.

Staff benefit from high-quality training. This equips them with secure subject knowledge to help pupils learn the most important content. Staff prioritise building pupils' vocabulary over time. For example, this begins in Reception where children talk with accurate language about number. Across the school, staff usually create thoughtfully designed tasks for pupils to learn and practise their skills. They often

recap important content which helps pupils to connect and build learning over time. In many but not all subjects, staff check pupils' understanding accurately and use this information to inform future teaching. This typically helps pupils to achieve well across the curriculum and they are rightly proud of their work.

The teaching of reading is a high priority. This starts in Reception where children are precisely supported to develop their language skills. Staff closely follow the school's chosen phonics scheme and provide effective support for weaker readers. Pupils read books that contain the sounds they have learned to develop their fluency. The school provides useful guidance for parents to support their child to read at home. Staff foster a love of stories by skilfully reading books aloud. They expose pupils to books that promote discussion about important issues. Pupils are inspired to read and develop into confident readers.

Pupils usually behave well and enjoy very positive attitudes to learning. Staff use a consistent approach to promote positive behaviour. This creates a happy environment for pupils to learn. Some pupils are provided with additional support to help them maintain focus in lessons. Pupils are polite and courteous and attend well. However, some pupils' attendance is not as high as it should be. Leaders continue to prioritise support for families to improve attendance for all pupils.

Leaders at all levels are aspirational for pupils. They share the same inclusive vision and keep pupils at the heart of decision-making. Staff are positive about the support they receive that helps them to refine their teaching. They are proud to work at the school. The governing body is dedicated to supporting pupils and staff to be their best. It provides effective challenge to help the school to further improve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, staff do not accurately check what pupils have remembered over time. This means that some pupils have gaps in learning that are not fully addressed before learning is moved on. The school should make sure that staff accurately check pupils' understanding and use this information to inform future teaching to support pupils to achieve highly across the curriculum.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125874
Local authority	West Sussex
Inspection number	10296322
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	384
Appropriate authority	The governing body
Chair of governing body	Andy Parkin and Ruth Stemp (Co-Chairs)
Headteacher	Marion Smith
Website	www.storringtonprimary.co.uk
Dates of previous inspection	1 and 2 December 2011, under section 5 of the Education Act 2005

Information about this school

- The headteacher started in her position in 2014. Almost all other staff began in their roles since the previous inspection.
- The school currently uses one registered and two unregistered alternative provisions.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteachers and subject leaders.

- The lead inspector also met with governors, including the co-chairs of governors. She also spoke to a representative from the local authority. An inspector also spoke to a representative from one of the unregistered alternative provisions.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors held discussions about the curriculum, 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 samples of pupils' work in art and design, religious education and geography.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and at playtimes. They met with leaders to discuss how personal development is promoted and met with groups of pupils to discuss their views of the school. Inspectors reviewed a wide range of documentation relating to the curriculum, behaviour and safeguarding. They also considered the school's improvement plan and self-evaluation and reviewed minutes of governor meetings.
- Pupils were talked to throughout the inspection to gain their views about the school.
- Inspectors considered the views of parents submitted through Ofsted Parent View. The views of staff were also considered through Ofsted's survey.

Inspection team

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His Majesty's Inspector

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