

Inspection of Sheddingdean Community Primary School

Petworth Drive, Burgess Hill, West Sussex RH15 8JT

Inspection dates: 27 and 28 February 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

This is a friendly and welcoming place where pupils feel safe. The school prides itself on knowing each pupil well. Pupils know they have trusted adults they can speak to if they have any worries. The school is calm with clear routines and structures in place to make sure that pupils behave well. Many parents recognise the strengths of the school and the improvements that have been made since the previous inspection.

The school aspires for all pupils to achieve highly, including those with special educational needs and/or disabilities (SEND). However, some aspects of the curriculum are not implemented effectively enough, meaning that many pupils are not prepared for the next stage of their education as well as they should be. While there are clear signs that pupils are achieving better, outcomes at the end of key stage 2 in 2023 were too low.

Pupils benefit from a number of wider opportunities in each year group, including carefully considered trips. These kinds of activities broaden pupils' experiences and enhance their learning within the curriculum. Pupils are proud of the leadership positions they hold and make a positive contribution to the life of the school. One of these opportunities is 'Make Five Pounds Grow', where pupils put their entrepreneurial skills to the test by raising money for the school.

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

Since the last inspection, the school has successfully redesigned the curriculum to ensure it is ambitious for all pupils. The aim of the curriculum is to give all pupils the knowledge and skills needed to access the next stage of their education. The curriculum is structured well. This includes in the early years, where the curriculum reflects children's starting points and meets their specific needs effectively. There is a sharp focus on children's language development and early mathematics, while ensuring children's interests are fostered. Therefore, children are ready to learn in Year 1.

Despite this vital work to the curriculum, there is still more to be done to make sure pupils achieve consistently well across the school. Teachers' checks on pupils' learning are variable. Teaching does not build on pupils' prior learning sufficiently effectively. As a result, pupils' misconceptions are not always addressed. This means that pupils are not sufficiently prepared for the next stage of their education as seen in published outcomes. While the school is ambitious for pupils with SEND and staff adapt their approaches to support these pupils, these pupils' needs are not identified precisely enough.

The teaching of early reading is rightly a priority for the school. However, the teaching of phonics is inconsistent, meaning that pupils' progress in learning to read is not always as rapid as it should be. Additionally, the books that pupils use to

practise reading are not matched closely enough to pupils' abilities. Therefore, pupils do not learn to read as confidently, quickly or fluently as they should.

There is consistently good behaviour across the school due to the school's high expectations. Classrooms are calm and purposeful places where learning is prioritised. Attendance is steadily improving, thanks to the school's efforts to identify the barriers for those pupils not regularly attending and subsequent effective actions.

The school ensures that pupils gain an understanding of life beyond the school community. Religious and cultural events are celebrated. Through carefully selected books, which are shared in assemblies, pupils gain a greater insight into diversity and inclusion in the wider world. The curriculum has been constructed carefully to give every pupil in the school's diverse community a sense of belonging. Pupils are taught about e-safety and they have a strong understanding of how to stay safe online.

Although it is clear that pupils' achievement is not yet good enough, the school has identified the right priorities and the actions to tackle them. Leaders have the capacity to improve the school further and have already made significant changes, which are beginning to have an impact. Governors meet their statutory responsibilities and support the school effectively. They understand the school's strengths and know what needs to improve further. Staff feel that leaders at all levels are aware of their well-being and take active steps to improve their workload so they can focus their efforts in the classroom. Staff feel cared for and enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Currently, teachers' checks on pupils' learning are variable across the curriculum. This means subsequent teaching does not focus on the most important things pupils need to learn consistently well or build on pupils' prior learning. As a result, pupils are not achieving as well as they should. The school needs to ensure that assessment is effective so that pupils make good progress through the curriculum.
- The teaching of phonics is inconsistent and the books pupils use to practise reading are not matched consistently well to their abilities. Pupils do not learn to read as quickly or securely as they should. The school needs to ensure that the curriculum for early reading is fully effective in helping pupils to become fluent, confident readers.

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 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	125958
Local authority	West Sussex
Inspection number	10296329
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	196
Appropriate authority	The governing body
Chair of governing body	Nick Johnston
Headteacher	Hannah Riley
Website	www.sheddingdeanschool.org.uk
Dates of previous inspection	8 and 9 December 2021, under section 5 of the Education Act 2005

Information about this school

- The headteacher joined the school 18 months ago.

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.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with school leaders, governors, staff, children, parents and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. 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 discussed and sampled pupils' work in some other subjects.
- 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.

Inspection team

Michael Eggleton, lead inspector Ofsted Inspector

Matthew Rixson Ofsted Inspector

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