

Inspection of North Lancing Primary School

Mill Road, Adur, Lancing, West Sussex BN15 0PT

Inspection dates: 8 and 9 May 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

North Lancing Primary School is a warm and welcoming place. Pupils feel safe and happy. They are well cared for by nurturing staff. High expectations are set for what pupils will learn. Pupils with special educational needs and/or disabilities (SEND) are supported very well. In the 'nurture' rooms, pupils benefit from close support and targeted interventions. The curriculum is broad, enriched with visits and other interesting experiences. Pupils are keen to learn and achieve well.

Pupils typically behave very well across the school. They know and follow the school rules of 'be ready, be respectful, be safe'. The school make sure that rare incidents of bullying are dealt with quickly and effectively. School values permeate daily life. Pupils strive to be independent and resilient, working hard in lessons. They pride in being rewarded, considering the 'hot chocolate superstars' to be the ultimate accolade. They delight in having a hot drink when they have gone above and beyond the school's expectations.

Pupils eagerly take on leadership roles in school. The many 'monitor' positions provide opportunities to develop maturity and responsibility. These include looking after the impressive school library or supporting assemblies. House captains value the chance to support school events and productions.

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

Leaders constantly strive to improve the school's provision for pupils and their families. Recent changes to the school's attendance and behaviour policies have had a positive impact. Updates to the school's curriculum have also brought greater rigour to pupils' learning. Governors are knowledgeable and contribute to these positive changes. They hold leaders to account effectively, to ensure the school continues to improve.

The school prioritises reading. Pupils read regularly in school, and benefit from an extensive range of books. Previously, the school recognised the need to strengthen their approach to the teaching of phonics. With a new scheme in place, pupils learn sounds and words in a logical order. The books that pupils learn from are well-matched to their phonics ability. Most staff deliver the programme very well, and consequently pupils gain effective strategies to help them to read with confidence and fluency. However, continued staff training is required to ensure that this is consistently effective.

Pupils learn from a well-designed and sequenced curriculum. This ensures that pupils' understanding is built on what has come before. For example, in Reception, children gain a secure grasp of number, which provides the firm foundations for more complex mathematics. The early years setting is an inspiring and engaging place. Children show high levels of interest and curiosity. The curriculum is equally well constructed to prepare children for their future learning. Children sustain their attention on the thoughtfully designed activities that are set for them. The individual

needs of children with SEND are identified at an early stage. Staff focus intently on developing strong speech and language skills through their frequent and expert interactions with children.

Across all year groups, teachers demonstrate strong subject knowledge. They skilfully introduce new learning, using precise explanations. Opportunities to recall previous learning help pupils to build on and apply new knowledge. The school adapts learning well to the individual needs of pupils with SEND. Pupils who need more support with their learning receive close attention from skilled teachers and teaching assistants. Assessment processes are well understood by staff. However, on occasion, teachers do not always check pupil's understanding as well as they could. This means that sometimes pupils do not progress to more complex learning as quickly as they might.

The school works hard to ensure that pupils attend school regularly and on time. They offer support to the small number of pupils with lower attendance, including from outside agencies when this is needed. This has led to significant improvements in attendance over time. Pupils are polite and courteous. They are attentive in class and motivated to do their best. Around the school site, pupils walk quietly and sensibly. Pupils' conduct at breaktime reflects the school's friendly culture.

The school thoughtfully plans for pupils' personal and social development. The way the school develops pupils' character is impressive. The school value of 'individuality' is routinely reinforced. Opportunities to discuss and debate different viewpoints helps develop pupils' empathy for one another. Spiritual development is carefully fostered, with pupils exploring themes about what kind of person they want to be. Understanding of different religions and cultures are promoted through the curriculum and wider school events, including visitors who talk about their faith. The varied and exciting extra-curricular programme provides pupils with numerous clubs to foster sporting, academic and creative interests.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of younger pupils have not yet learned to read as well as they should. This means that they find it difficult to read with fluency and learn across the school's curriculum. The school should continue to develop staff's expertise in order to deliver the phonics scheme consistently and effectively.
- In some subjects, staff do not always check how well pupils are learning key knowledge as well as they could. This means that they do not always adapt the curriculum sufficiently in response. The school needs to continue their work to

embed new assessment processes to help pupils learn consistently well across all subjects.

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	125841
Local authority	West Sussex
Inspection number	10321894
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	406
Appropriate authority	The governing body
Chair of governing body	Jo Hall
Headteacher	Emma Brown
Website	www.northlancing.w-sussex.sch.uk
Date of previous inspection	11 October 2018, under section 8 of the Education Act 2005

Information about this school

- The school currently uses two unregistered alternative providers to support the education of a very small number of pupils.

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. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspectors met with the headteacher, senior leaders, subject leaders, the leaders responsible for pupils with SEND, other teachers and support staff.
- The lead inspector met with governors and spoke to a representative of the local authority.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, physical education and religious education. 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.
- 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.
- Meetings were held with groups of pupils and staff to hear their views.
- The inspectors considered the responses to the confidential Ofsted surveys for staff and pupils, and Ofsted Parent View, Ofsted's confidential online survey for parents.

Inspection team

Martin Smith, lead inspector

His Majesty's Inspector

Stephen Jackson

Ofsted Inspector

Cathy Reid

Ofsted Inspector

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