

Inspection of Eastergate C of E Primary School

Church Lane, Eastergate, Chichester, West Sussex PO20 3UT

Inspection dates:	22 and 23 October 2024
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils at Eastergate are polite and welcoming. They know the school's values well, such as trust and compassion. They recognise that everyone is unique. They enjoy their lessons and time spent with their friends. Pupils feel safe and know the adults will care for them when they are in school.

The school wants all its pupils to achieve well. In the early years, where the curriculum is more established, children progress well from their starting points. However, the curriculum pupils follow in the rest of the school is not as effective. Too many pupils do not learn the key knowledge, skills and vocabulary that they need to. As a result, they do not achieve as well as they should, including in national tests.

Many pupils volunteer happily for class and school responsibilities. They become proud school councillors, sports leaders and 'buddies' for younger pupils. They feel that they make a difference. Many pupils, including disadvantaged pupils, participate in a range of clubs and activities that develop their talents and interests. Typically, pupils behave well in lessons. However, too often the behaviour of some pupils disrupts the orderly atmosphere of the school and this is not always addressed swiftly.

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

The school has recently improved the curriculum. However, the impact of this work is not as strong as the school wants. For example, while the school has identified what pupils should learn, teachers do not always teach the lessons well so that pupils learn effectively. This is because staff do not always have the subject knowledge and expertise that they need. As a result, pupils' knowledge, skills and vocabulary are not strong enough across many subjects. Crucially, the school has not routinely checked that the curriculum is well taught.

Children get off to a good start in the Reception Year. The curriculum in this class is well considered. Adults interact well with children and help them settle into the school routines. The school places a heavy emphasis on developing young children's early communication and language skills. This ensures that they are well prepared for learning to read. Many pupils in the Reception Year and Year 1 develop good early reading skills. For those who struggle with learning phonics, staff provide appropriate support.

Across the school, teachers sometimes set tasks that do not allow pupils to develop or show their understanding in a range of subjects. This makes it hard for teachers to check how well pupils are learning the curriculum. As a result, gaps develop in pupils' learning. In some subjects, where the curriculum is more developed, pupils learn better. For example, teachers deliver the science curriculum well and pupils remember more of their learning.

The school continues to strengthen its support for pupils with special educational needs and/or disabilities (SEND). Staff identify the needs of pupils with SEND accurately. The

school then makes suitable adaptations, so most pupils with SEND have their academic needs met.

Pupils' behaviour needs to be stronger across the school. Typically, most pupils behave well and have positive attitudes to learning. This is more so when teachers deliver lessons well. When pupils do not follow the rules, staff do not always deal with the situation in a consistent, effective way. There is some confusion among staff on how to implement the behaviour policy or individual behaviour plans. This leads to staff spending a disproportionate amount of time addressing incidents of poor behaviour.

The school ensures that parents, carers and pupils are aware of the importance of regular attendance at school. Staff liaise with families and other professionals to identify and overcome barriers to pupils' attendance.

The programme for personal development is effective. It helps pupils to build an awareness of life in modern British society. Pupils learn how to maintain a healthy lifestyle, including exercise and diet, and the importance of good mental well-being. Pupils develop a strong moral compass and respect others. They know that unkindness, including discrimination, is wrong. Pupils also enjoy participating in clubs and performances, as well as visiting museums and geographical sites.

Governors fulfil their statutory duties well. They welcome advice and input. They acknowledge that their challenge and support for leaders to bring about the required improvements needs to be more effective. The school uses the support provided by the local authority and diocese well. While most parents are generally happy with the school, many feel that the provision should be better.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not checked effectively how well the full curriculum is taught, including in core subjects. As a result, the delivery of the curriculum is not having the positive impact on pupils' achievement it should. The school should monitor the delivery of the curriculum effectively so that the right adaptations are made and teachers are provided with appropriate development and support.
- The school's behaviour policy is not consistently applied by staff. This means lessons, or the calm atmosphere of the school are disrupted. The school should provide appropriate support for all staff so that the agreed behaviour management systems are consistently applied.
- Governors have not held the school to account for curriculum standards or behaviour management. This means that some agreed plans and policies, particularly in relation

to the curriculum and behaviour management, are not as impactful as they should be. Governors must ensure that they challenge the school effectively on the implementation of all agreed plans and policies.

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	125981
Local authority	West Sussex
Inspection number	10321901
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair of governing body	Hedda Wells
Headteacher	Catherine Ward
Website	www.eastergateprimaryschool.uk
Dates of previous inspection	8 and 9 June 2023, under section 8 of the Education Act 2005

Information about this school

- The school's next section 48 Statutory Inspection of Anglican and Methodist Schools is due in this academic year. The last inspection of this type took place in May 2017.
- The school runs its own breakfast club.
- The school currently uses no alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation 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.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, and art and design. 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 met with the headteacher and other leaders within the school. The lead inspector also met with members of the governing board, including the chair, and educational representatives of the local authority and diocese.
- 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.
- The inspectors reviewed a range of the school's documentation including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.
- The inspectors considered the views of parents shared through Ofsted Parent View and an inspector also spoke with parents on the first day of the inspection.
- The views of staff were gathered through interviews and discussions conducted throughout the inspection, as well as through Ofsted's staff survey.
- Inspectors gathered pupils' views throughout the inspection, including through the classroom visits, group discussions, as well as at lunchtime.

Inspection team

Chris Parker, lead inspector

His Majesty's Inspector

Paul Bateman

Ofsted Inspector

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