



Funtington Primary School

Inspection Report

Unique Reference Number 125830
LEA West Sussex
Inspection number 282007
Inspection dates 27 June 2006 to 27 June 2006
Reporting inspector Eileen Chadwick AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Heather Close
School category	Community		West Ashling
Age range of pupils	4 to 11		Chichester, West Sussex PO18 8DR
Gender of pupils	Mixed	Telephone number	01243 575675
Number on roll	97	Fax number	01243 576030
Appropriate authority	The governing body	Chair of governors	Mr R Knight
Date of previous inspection	6 November 2000	Headteacher	Mrs Joy Arrowsmith

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small school serves the village of Funtington and surrounding area. The proportion of pupils with learning difficulties and disabilities is broadly average. The area served by the school is generally affluent and no pupils receive free school meals. Pupils' overall attainment on entry is above average, though wide ranging.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school which provides well for its pupils. It evaluates its own performance accurately and correctly judges its own effectiveness to be good. The headteacher's clear vision for improving the school and better checks on pupils' progress have led to higher standards this year in Years 2 and 6 compared with 2005. Pupils are now making good progress throughout the school.

Good provision in the Reception year enables most children to reach or exceed nationally expected standards by the time they enter Year 1, although few reach higher levels in writing. By Year 2, standards are well above average in reading, writing and mathematics. By Year 6, they are exceptionally high in English and mathematics and well above average in science. Pupils with learning difficulties and disabilities make good progress with excellent progress in Years 3 to 6.

Pupils' personal well-being and development are outstanding and their behaviour is excellent. The school takes good care of pupils. Teaching, learning and the curriculum are good overall. Work is often challenging, although, occasionally, more-capable pupils mark time when work is too easy. Teachers' marking of work does not always give pupils a clear idea of how to improve.

The headteacher's good leadership and management, in partnership with a very supportive and effective governing body, have led to good improvements since the last inspection. The school has the capacity to continue to improve and provides good value for money.

What the school should do to improve further

- Raise the proportion of children reaching higher standards in writing by the end of Reception.
- Improve the consistency of more-capable pupils' progress by always providing them with well-matched work.
- Ensure marking always shows pupils what they need to do to improve.

Achievement and standards

Grade: 2

Pupils achieve well and reach high standards by the time they leave. Pupils' overall attainment on entry is above average, although wide ranging. Children in the Reception year make good progress and most reach or exceed the nationally expected standards by the end of Reception, although fewer reach higher levels in writing than in reading and mathematics. In Years 1 and 2, pupils' good progress leads to well above average standards in reading, writing and mathematics by the end of Year 2. Improvements in the checking of pupils' progress have led to much better achievement this year compared with recent years and, as a result, higher standards have been reached. By Year 2, pupils write well for a range of different purposes.

In Years 3 to 6, pupils make good progress in relation to their starting points. By Year 6, they reach standards that are exceptionally high in English and mathematics and well above average in science. Pupils with learning difficulties achieve well and their achievement is excellent in literacy and numeracy in Years 3 to 6.

The school is now achieving most of its challenging targets. However, in mathematics in 2005, targets were modest and not met in relation to the higher achievers.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Throughout the school, pupils greatly enjoy lessons and approach tasks with enthusiasm and commitment. Attitudes to learning are excellent. Behaviour, both in lessons and at playtimes, is outstanding because of the school's clear expectations and excellent relationships. The emphasis on pupils' spiritual, moral, social and cultural development is strong, thus enabling pupils to develop a sensitive approach to school life and appreciate a range of different cultures. Pupils are very proud of their school and regard it as a place where they feel safe and free from problems such as bullying.

Pupils feel they have a strong voice through the effective school council, which puts forward ideas on a range of topics. Pupils make very positive contributions to the community and suggest ideas and raise funds for worthy causes such as 'Children in Need.' Attendance has improved since the last inspection and is now above the national average.

Pupils have a very good understanding of the importance of safety in a range of contexts and know what constitutes a healthy lifestyle. Pupils work very well in teams and make joint decisions. They successfully gain economic awareness through business and enterprise projects, as well as their work in literacy and numeracy.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. All teachers use a good range of methods and resources which inspire pupils to learn. Information and communication technology (ICT) is deployed well for promoting learning and teachers make very effective use of interactive whiteboards to enliven lessons and make learning relevant. In Reception there is a good balance between enabling children to learn through focused class and group teaching and purposeful play. Teachers' good subject knowledge is reflected in their thorough planning and teachers use a good range of methods for measuring and tracking pupils' attainment and progress. Typically in lessons much is expected of pupils and tasks are adjusted to match learners' needs and abilities. However, in some lessons, teaching is less effective because too much time is spent on repeating what pupils already know and can do, especially during lesson introductions.

Classroom assistants provide good support for pupils with learning difficulties and disabilities, with some excellent support in Years 3 to 6. Occasionally in Years 1 and 2, when those with literacy learning difficulties are taught with the whole class, the steps for them to learn sounds and develop their writing are rather hard.

Curriculum and other activities

Grade: 2

The curriculum is good overall, with outstanding features. It is broad and rich and enhanced by a superb range of visits and visitors. The creative aspects are particularly strong, with excellent art and project work throughout the school. In Reception, the curriculum is well planned and practical, although there are not enough opportunities for challenging more-capable pupils in writing.

In Years 1 to 6, planning for teaching English and mathematics is good and enables pupils to do well. Relevant practical work often underpins opportunities for pupils to apply their writing to many curriculum areas. More-able pupils are generally well catered for, although provision for gifted and talented pupils is not always as good as it might be, for example, in mathematics. Pupils participate in a good range of after-school activities, especially sport.

Care, guidance and support

Grade: 2

The school cares well for its pupils and provides an exceptionally welcoming and well-kept learning environment. Its caring ethos generates a positive climate for learning. This contributes to pupils' good achievement and outstanding personal development. Secure systems are in place to monitor and promote pupils' safety, well-being and progress. Child protection procedures are good and well understood throughout the school community. In the Reception Year, children are given good support to settle happily and become confident learners. The school works very effectively with outside agencies to support pupils with learning difficulties and disabilities. There are good links with local schools.

Procedures for tracking pupils' achievements are working well and enable teachers to successfully move pupils' learning forward. Pupils know their targets in English and mathematics. However, teachers' marking is of variable quality and does not always show pupils their strengths and weaknesses or how best to improve their work.

Leadership and management

Grade: 2

Leadership and management at all levels are good. The headteacher has a clear vision about how to move the school forward and has generated strong teamwork amongst staff. Pupils' enjoyment, well-being and achievement are to the forefront of all staff's priorities. The great majority of parents are pleased with the quality of education and care provided.

The headteacher and staff have a good understanding of the school's strengths and weaknesses and listen carefully to the views of parents. Subject leaders have a thorough grasp of standards and carefully monitor them across the school. As a result of this and the impact of efforts to improve pupils' achievement, better standards have been reached this year. The quality of teaching is regularly monitored by the headteacher and subject leaders, with a good impact on improving provision and pupils' achievement. The school sets demanding targets for standards pupils should reach over shorter time scales and makes rigorous provision to enable these to be met. This is a major reason why standards are improving.

Governance is good. Governors are very supportive and effective in challenging the school. They have raised substantial sums of money to enable the school to improve its accommodation and ICT facilities, with very good results. The pace of all-round improvement has been good over the last few years and shows the school has a good capacity to continue to improve. It provides good value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children,

Thank you so much for your help and for making us so welcome when we visited your school in June. We really enjoyed meeting you. This letter is to tell you what we particularly liked about your school and to mention a few things that could be improved.

These are some of the things we thought were good:

- You really enjoy learning and work hard. Your behaviour is excellent in class and during playtimes.
- The teachers put a lot of effort into providing you with interesting work and this helps you to make good progress.
- Your headteacher leads the school well and all adults work as a team to help you learn, look after you, listen to what you say and make sure you are happy in school.
- Outside visits and visitors make your work exciting, your artwork is very good and you have very good opportunities to use computers.

These are the things we have suggested that will help your school to become even better:

- Make sure that your work is never too easy.
- Make sure teachers' marking always lets you know how you can improve.

With very best wishes,

Eileen Chadwick Lead inspector