



# Wisborough Green Primary School

Inspection Report

**Unique Reference Number** 125860  
**LEA** West Sussex  
**Inspection number** 282013  
**Inspection dates** 13 July 2006 to 13 July 2006  
**Reporting inspector** David Collard AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Newpound Lane
<b>School category</b>	Community		Wisborough Green
<b>Age range of pupils</b>	4 to 11		Billingshurst, West Sussex RH14 0EE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01403 700280
<b>Number on roll</b>	143	<b>Fax number</b>	01403 700102
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Trisha Howarth
<b>Date of previous inspection</b>	30 October 2000	<b>Headteacher</b>	Mrs Yvonne Holmes

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 13 July 2006 - 13 July 2006	<b>Inspection number</b> 282013
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Wisborough Green is a smaller-than-average village primary school. The proportion of pupils with learning difficulties and disabilities is below the national average and there are none with a statement of special educational need. The proportion of pupils from minority ethnic groups is low and all speak English fluently.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

This school is a special place and it is no surprise that it provides an effective and outstanding quality of education and knows itself well. The reasons for this lie in the very strong leadership, the high quality teaching and the very rich curriculum aimed at making learning exciting and stimulating. As a result, pupils have consistently achieved highly across a broad range of academic and personal endeavours for a number of years.

Pupils start in the Reception class with well-developed skills. The good quality provision and progress in the Foundation Stage mean that many are working at the levels of six-year-olds before the end of the year. Achievement through the whole school is excellent. Very high standards in Year 2 are maintained and extended by the end of Year 6, where over half the pupils are working at levels well in excess of those expected for their age.

Extremely well-focused teaching is at the heart of pupils' achievement. Lessons provide high levels of challenge and innovative ways have been developed to eradicate any potential problems within the mixed-age classes. This includes year-group setting and extension projects for those who have higher academic, creative, artistic or sporting potential.

While very positive comments were given at the last inspection, the leadership team, in conjunction with the governing body, has successfully continued to improve so that the school provides excellent value for money. Great effort has been put into enhancing the curriculum and in analysing data to help inform future planning. However, it is also recognised that middle managers need to play a more significant role in this monitoring. The capacity for improvement is very good but the school must be careful not to undervalue its success.

### What the school should do to improve further

- While there are no major areas for improvement, the school should more closely involve the whole management team in the monitoring of teaching and learning.

## Achievement and standards

### Grade: 1

The outstanding achievement of pupils comes about because of teaching that is so well focused on the individual needs of all pupils. The very high standards, confirmed by national test results, are not restricted to the core subjects of English, mathematics and science but are also particularly evident in art, drama and music.

While pupils start school with standards above those expected for their age, they are relatively lower in some aspects of reading and writing. Teaching in the Reception class therefore concentrates on extending the work of linking sounds and letters as

well as providing a very good balance between teacher-directed and child-initiated activities. As a result, children start Year 1 very well prepared for more formal work.

Throughout the rest of the school, achievement continues at this high level. In Years 2 and 6, pupils are gaining exceptionally high national test results. Even so, analysis shows that many are making very good progress against their level of capability, particularly those with learning difficulties. Virtually all pupils reach the levels expected of their age, with over half exceeding this. The unvalidated 2006 figures suggest that the challenging targets set by the school have once again been exceeded and in some areas have nearly doubled.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Pupils thoroughly enjoy school and apply themselves to their lessons really well. Their attendance is above average and their behaviour is excellent. Pupils are thoughtful about others and are particularly aware of the needs of those who join in Key Stage 2. "We try to be very friendly and welcoming", said one boy in Year 6. Their spiritual, moral, social and cultural development is very strong, although some pupils' awareness of cultures other than their own is not so well developed. Pupils are very well informed about how to keep safe, stay fit and healthy. They know that foods are not bad for you but the balance of your diet may be. They make an excellent contribution to school and community life and enjoy responsibilities such as recycling. They find personal fulfilment in charitable work, for example, collecting shoes for Africa. They value the respect given to their opinions such as how to improve the school environment. Pupils are exceptionally well placed to succeed in the future because of their self-assured but personable natures and their high academic standards.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The reason pupils reach such high standards is because they are taught consistently well in all year groups. Inspection evidence along with that from the school's monitoring and that of the local authority indicates that all lessons are at least satisfactory; a very high proportion are good and there are examples of exemplary practice. This is the reason why the school is able to add such good value to the standards pupils achieve. Particular strengths include the strong cross-curricular links, the purposeful and relevant learning and the exciting and stimulating methods used to excite pupils' interest. Pupils are highly complimentary about their teachers, whose expertise is clearly evident in lessons and where there is a real buzz of excitement. A mental arithmetic duel in one lesson showed pupils how they could act competitively but with sensitivity. It also showed the very high mental agility of the whole class. Common planning formats have helped raise achievement in literacy throughout the school,

with numerous examples of writing linked to all other subjects. There are no significant weaknesses within the teaching, although in an attempt to raise achievement even further the school is rightly working on trying to establish more links between information and communication technology and mathematics.

## **Curriculum and other activities**

### **Grade: 1**

Pupils say they have so many activities to do, they do not know which to choose, endorsing the judgement that there is a rich, varied and excellent curriculum. It successfully links the specific skills between subjects, for instance, in writing, which has been a recent focus of the school. One project linking art and writing at the National Gallery culminated in the school being one of only six in the country to be exhibited. The use of specialist drama teachers provides further creative enrichment. The production by the younger pupils during the inspection had been written in light of parental concerns about children's lack of knowledge about nursery rhymes. The Year 6 pupils had also become involved in the technical theatre work. Gifted and talented pupils are provided with excellence projects at other schools. The curriculum is further enriched by a wide range of sports and other activities provided after school and at weekends. All these opportunities truly fulfil the school's aim of raising both academic and personal success.

## **Care, guidance and support**

### **Grade: 1**

The care and guidance pupils receive are outstanding. Systematic procedures are in place to ensure the premises are safe, that activities are appropriately supervised and that pupils are protected from unsuitable adults. Pupils are very confident that there is always someone to help them if required.

Pupils' personal and academic success is a high priority. Their progress is carefully tracked. The next steps in learning are identified and used to plan a curriculum which is well shaped to the pupils' needs. Marking of their work identifies what needs to be done to improve so that pupils work with purpose. This all contributes to their excellent progress. The few with learning difficulties also make excellent progress because of detailed planning for their particular needs.

## **Leadership and management**

### **Grade: 1**

The headteacher, described as 'visionary' by governors, provides outstanding leadership through continuous improvement in pupils' academic and personal development. She is supported by a very effective governing body and a hard working and experienced staff team. An ethos, based on the highest possible personal achievement, pervades the work of both pupils and staff, resulting in a strong and confident team spirit. Parents have welcomed the significant improvements that have been made in the last six years, although a few have said that they would like more communication.

The systems for monitoring in this small school are very realistic and provide the leadership team with the information they need to make changes. Much of this is in the hands of the headteacher, who acknowledges that more needs to be shared. However, the detailed analysis is used very well to target improvements in action plans and there are noticeable impacts in many areas of the school's provision.

Many effective links have been forged to enhance pupils' achievements and to provide an outside perspective. Nevertheless, the self-evaluation, while being very evaluative, is too conservative about the successes that have been achieved. Parents, staff and pupils have helped inform improvements through consultation such as within the Foundation Stage resources and parents' views about enhancing reading. Equally, pupils have been involved in improving the accommodation to very good effect.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	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	1	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	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	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	1	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	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Thank you for looking after us so well during our visit. We felt particularly privileged that those of you in Year 6 took your own decision not to go on a visit so that you could talk to us about how good your school is. I am sure you will not be surprised to know that we think it is an excellent school too. No doubt you would like to know what we have said to your teachers so I have included some of the main points below.

• You told us how much you enjoyed your work and all the activities and we could see why. We think you are very lucky to be learning in such a special place. • You all reach very good standards, with many of you achieving levels above those we would expect for your age. • Your teachers do an extremely good job at making sure you all have exciting lessons and that you find the work challenging. As a result, we could see the obvious enjoyment you were having. Of course, this also helps you make excellent progress. • There are so many great things for you to do, both during your lessons and after school and at weekends. It was good to see these activities were so varied such as the drama work and the sports clubs. We really liked the artwork on display and thought there were a number of you who might well be talented artists in the future. • You behave very well in school, a fact confirmed by the staff and your parents. All the staff make sure you are looked after well and are kept safe and happy. • We think your headteacher has done an outstanding job at making sure you all do your very best and at leading improvements to the school. We have asked her to share some of this workload with the other teachers as well.

Finally, can I wish you all the very best for the future and hope you go on to do wonderful things as you get older.