



Boxgrove CofE Primary School

Inspection Report

Unique Reference Number 125974
LEA West Sussex
Inspection number 282033
Inspection dates 12 October 2005 to 12 October 2005
Reporting inspector Carole Skinner RISP

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

Type of school	Primary	School address	The Street
School category	Voluntary controlled		Boxgrove
Age range of pupils	4 to 11		Chichester, West Sussex PO18 0EE
Gender of pupils	Mixed	Telephone number	01243 773 309
Number on roll	63	Fax number	01243 785 640
Appropriate authority	The governing body	Chair of governors	Fr David Brecknell
Date of previous inspection	24 January 2000	Headteacher	Mr Andrew Simpson

Age group 4 to 11	Inspection dates 12 October 2005 - 12 October 2005	Inspection number 282033
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Boxgrove CofE Primary School is situated in a village just outside Chichester but draws its pupils from a wide area that encompasses other nearby villages, as well as Bognor Regis and Arundel. Pupils come from a wide range of social and economic backgrounds. The proportion of pupils who have learning difficulties or disabilities is lower than the national average but varies from year to year, as does the pupils' attainment on entry to the school, which is typical of that seen in most schools overall. These variations are due to the small number of pupils in each year group, which currently ranges from six to ten. There are no pupils whose first language is not English and very few pupils from minority ethnic backgrounds.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Boxgrove CofE Primary School is a good school which provides good value for money. These judgements reflect the school's view of its own effectiveness. Parents are very happy with the school and pupils say they enjoy the many activities the school provides. The school's caring, family ethos makes it a very welcoming place to be.

Standards vary from year to year because there are such small numbers in each year group, but individual records show that pupils achieve well, and reach good standards. Pupils reach higher standards in mathematics than in English. Teaching is good and takes good account of the wide range of ages and abilities in each class. Pupils are set challenging targets to achieve and teachers track their progress carefully. Pupils' personal development and well-being are good and their positive attitudes to learning underpin their good achievement. They benefit from a well planned curriculum which is enriched by a very good range of additional activities. Provision for children in the Foundation Stage is good and enables them to achieve good standards. All pupils are cared for and supported very well.

Good leadership and management, and effective teamwork amongst all staff ensure that there is a shared commitment to raising standards and a good capacity for continuing improvement. The headteacher gives clear direction to the school's work and keeps a close check on the quality of teaching and pupils' achievement. Efficient financial management has enabled the headteacher and governors to improve much of the school's accommodation to a very high standard. However, the 'horsa' hut is old and poorly insulated and the school still does not have a hall, which means that it is not possible to teach the full physical education curriculum.

What the school should do to improve further

- Raise standards in English, particularly writing, to the same consistently high level as those in mathematics.
- Persist in its efforts to improve the accommodation, especially the hatted classrooms and the lack of adequate space, to provide a full physical education (PE) curriculum.

Achievement and standards

Grade: 2

Standards in English, mathematics and science vary from year to year between average and above average when compared with the national picture because of the small numbers of pupils involved and their widely differing attainment on entry to the school. These variations are often attributable to a difference of one pupil. Records of individual pupils' progress throughout the school show that achievement is good in all year groups. Children in Reception make good progress in acquiring basic literacy and numeracy skills and most reach the goals set for them. Teachers set challenging targets for pupils and involve them in checking their own progress. They cater well for all

pupils' needs so those with learning difficulties and the most able make equally good progress in relation to their capabilities.

Pupils do better in mathematics and science than in English, because their achievement in writing, although satisfactory, is not as high as in speaking, listening and reading. Raising standards in writing is currently identified as a priority for the school. The headteacher teaches mathematics to some of the oldest and most able pupils each day, and this is clearly having a good impact on raising standards in the subject by giving more individual attention to pupils in smaller groups.

Personal development and well-being

Grade: 2

Pupils thoroughly enjoy being at school and take great delight in learning. Behaviour throughout the school is very good because pupils know exactly what is expected of them. The strong emphasis placed on spiritual, moral, social and cultural development enables pupils to develop a sensitive approach to life and everyday issues and to value and celebrate the achievements of others. Pupils are proud of their school. They consider it to be a good school where they feel safe from problems such as bullying. Attendance is above the national average.

Pupils contribute well to the school and local community. They help to make decisions that lead to improving their environment. They show initiative and enjoy taking responsibility. Through fund raising for local and national charities, pupils gain a good understanding of wider social and economic issues. Pupils have a secure awareness of the importance of safety, regular exercise and healthy eating. In order to develop further this aspect of provision, the school is to participate in the local authority's 'Investors in Health' programme.

Quality of provision

Teaching and learning

Grade: 2

Teaching is effective because teachers know pupils well, have high expectations of them and plan work that matches their individual needs and capabilities. Good teaching in the Foundation Stage ensures that children learn effectively through practical activities, exploration and investigation as well as making good progress in acquiring basic literacy and numeracy skills. In all classes, teachers make lessons interesting and enjoyable through a variety of teaching styles and methods. For example, pupils in Years 2 and 3 learned much about life during World War II by visiting and interviewing the elderly residents in a retirement home.

Lessons are carefully planned and briskly paced, and skilful questioning by the teachers extends pupils' understanding. Thorough assessment procedures are used effectively to check pupils' progress from term to term and to plan work to meet their individual needs.

Curriculum and other activities

Grade: 2

The school provides an interesting and stimulating curriculum which is enriched by a good number and range of out-of-class activities. There is good provision for basic skills of literacy, numeracy and information and communication technology (ICT). The planned curriculum provides effectively for the needs of all pupils, ranging from those with learning difficulties to those who are high attainers. The annual 'Arts and Minds' week is much valued by pupils and they enjoy the visiting artists, musicians and dancers who come to work with them.

A comprehensive programme of personal, social and health education provides clear information about keeping safe and how to build useful life skills that will serve learners well in becoming responsible citizens. After-school sports clubs, together with the purposeful and effective partnership of the Goodwood Area Cluster of schools, provide good opportunities for pupils to enjoy a range of sporting activities throughout the year. However, the lack of a school hall prevents the teaching of gymnastics.

Care, guidance and support

Grade: 2

The high level of care and support given to pupils throughout the school contributes significantly to their enjoyment of school and their eagerness to learn. The school values highly the views of pupils and parents, which it gathers in a variety of ways. Parents are confident that children are safe and well cared for while in school. Pupils work in a safe environment, with adults ensuring their well-being. Safety and health checks are undertaken regularly, and rigorous risk assessments are made before pupils go on visits. The importance the school gives to promoting a healthy lifestyle for pupils effectively shapes learners' attitudes to health, including food and physical activities.

In class, pupils receive much encouragement and on-going support. Teachers mark pupils' work carefully and give clear guidance on how they can improve. The support for pupils with learning difficulties and disabilities is effective, as is that for those identified as being gifted and talented. There are rigorous procedures for the protection of vulnerable children.

Leadership and management

Grade: 2

Effective leadership and management ensure an equal focus on pupils' personal development and well-being and their academic achievement. The headteacher knows the school and the pupils very well, and has a clear view about what needs to be improved in order to raise standards. He provides good leadership and is well supported by all staff and governors in the day-to-day and strategic management of the school. Governors have improved their role in evaluating the school's effectiveness since the last inspection and are kept well informed by the headteacher. Subject co-ordinators

also play a more decisive role in checking pupils' achievement and taking action to remedy any shortcomings.

Self-evaluation is well informed and perceptive. The school draws upon a wide range of evidence and takes into account the views of staff, governors, pupils and parents, although the headteacher is looking to involve parents more formally through an annual questionnaire. The headteacher and teachers have challenging targets to meet, which are regularly reviewed. These are based on pupils' own targets which are set to ensure good achievement. Regular and rigorous checking of the quality of teaching and learning through classroom observations and examination of pupils' work ensures that the school's effectiveness is kept constantly under review. These processes ensure that the school is well placed to continue to improve.

The last inspection highlighted shortcomings in the school's accommodation, particularly with respect to its ability to provide a full physical education curriculum. The headteacher and governors have carried out significant improvements to the existing classrooms but, despite their dogged persistence, have not yet been successful in addressing the lack of a school hall or the poor quality of the 'horsa' hut.

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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	NA	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	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

Thank you for being so friendly and helpful to the inspectors who visited your school. We very much enjoyed coming into your lessons and looking at your work. We especially enjoyed chatting to some of you about your school.

These are some of the things we like about your school:

- You work hard, enjoy learning and make good progress in your lessons
- You behave very well and enjoy taking responsibility
- Your teachers make lessons interesting for you and set you challenging targets to help you achieve good standards in your work
- All of the adults look after you very well and help you to feel safe and keep healthy
- The headteacher, staff and governors keep trying to make the school even better.

To make sure the school keeps improving, we have asked your headteacher, staff and the school's governors to think about:

- Finding ways to help you reach higher standards in English, particularly in writing
- To keep trying to find ways to improve the buildings so that you have enough space to do PE and better conditions in the hut.