



Ferring CofE Primary School

Inspection Report

Unique Reference Number 125982
LEA West Sussex
Inspection number 282036
Inspection dates 14 March 2006 to 15 March 2006
Reporting inspector Patricia Davies AI

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

Type of school	Primary	School address	Sea Lane
School category	Voluntary controlled		Worthing
Age range of pupils	4 to 11		West Sussex BN12 5DU
Gender of pupils	Mixed	Telephone number	01903 243945
Number on roll	237	Fax number	01903 506438
Appropriate authority	The governing body	Chair of governors	Mrs Sue Pratt
Date of previous inspection	18 May 1998	Headteacher	Mrs Gillian Silk

Age group 4 to 11	Inspection dates 14 March 2006 - 15 March 2006	Inspection number 282036
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Ferring is an average-sized primary school situated just outside Worthing. The social and economic circumstances of pupils are broadly average. Most pupils are from White British backgrounds, and a small minority come from a range of other ethnic backgrounds. A very few members of this small group are at an early stage of learning English. The proportion of pupils with learning difficulties is below average. When pupils join the Reception year their attainment is broadly average. A new headteacher joined the school in January 2005, and the school is currently in the middle of the first phase of a rebuilding programme.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's previous designation as underachieving no longer applies. Its overall effectiveness is now satisfactory, and this is a view which the school shares.

Achievement is satisfactory, and improving. Good pastoral care ensures that pupils enjoy school life and behave well.

Teaching and learning are satisfactory, but with examples of good teaching in most year groups. The greatest proportion of good teaching, however, takes place in Years 3 to 6. As a result, standards in Year 6 are now above average. There have been many improvements to teaching, although these have been more influential in mathematics than they have in English and science. Provision in the Reception year is satisfactory. Pupils make sound progress and standards are broadly average.

Rapid improvement has taken place over the last year under the strong leadership of the new headteacher, and the local authority has given considerable support. These factors have helped the school gain a clear view of its performance and what it needs to do next. The school's swift improvement indicates that it has the capacity to move forward successfully. Recent careful checks on pupils' progress mean that staff members now have a stronger knowledge of pupils' attainment and progress, but these practices are not yet fully embedded, particularly in science and the Reception year. Senior and subject leaders are extending their leadership skills, but their role in evaluating the school's effectiveness is at an early stage. Value for money is satisfactory.

What the school should do to improve further

- Ensure that the quality of teaching and learning is consistently good throughout the school, particularly in English and science
- Fully establish assessment practices, and extend their use within science and the Reception year
- Continue to develop the skills and activities of senior staff and subject leaders in checking how well the school is doing.

Achievement and standards

Grade: 3

Achievement is now satisfactory throughout the school, and improving. There are already examples of good progress. These are most evident within Years 3 to 6, where there is the largest proportion of good teaching, and in mathematics, where pupils make consistently good progress. As a result of this good teaching, standards are above average by Year 6 in English, mathematics and science.

Pupils enter the Reception year with broadly average attainment and, after making satisfactory progress, standards are broadly average when they move into Year 1. Achievement as a whole is satisfactory from Years 1 to 6. Although pupils often make good progress in Years 3 to 6, it is not yet consistent or steady enough for achievement to be good. Most pupils are on course to meet their targets and, where necessary, these have been recently modified to ensure they are suitably challenging. Those

pupils with learning difficulties, and the very few at the early stages of learning English, achieve satisfactorily.

Recent improvements have had the greatest effect on achievement in mathematics. This success has been gained by placing a close emphasis on problem-solving activities, and by matching tasks closely to pupils' particular needs. Improvements have also been made in English but pupils do not yet achieve consistently well in this subject, particularly in writing. Pupils make good progress in acquiring scientific knowledge, and this helps them to attain well in national tests. However, scientific skills receive less attention, and achievement in this aspect is satisfactory.

Personal development and well-being

Grade: 2

Pupils' personal development is a strong feature of the school, and spiritual, moral, social and cultural awareness is good. Pupils behave well. They work together well in pairs and small groups. Sharing ideas in this way helps pupils to solve problems and respect the views and beliefs of others. Above-average attendance illustrates pupils' enjoyment of school. They say they particularly like extra-curricular activities and welcome the opportunity to contribute to decisions about school life through the school council. Pupils show a good understanding of the need for safety, particularly in the playground where movement is constrained because of the building programme. They eat healthy fruit snacks and take part in sporting activities. More and more pupils walk or cycle to school.

Pupils develop a sense of the wider community through raising money for local charities and helping senior citizens, while their knowledge and understanding of global issues has grown through their links with a school in Guinea. Pupils are well prepared for adult life through enterprising activities, like running their own competitions to raise money for national charities. The basic academic skills they need for adult life are satisfactorily developed overall.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. There are examples of good teaching in most year groups, but this quality is not yet consistent. The greatest proportion of good teaching is in Years 3 to 6. Expectations of presentation are not yet high enough in Years 1 and 2, where untidy and poorly-formed handwriting is not routinely tackled.

Planning is carefully structured and caters well for pupils from different year groups within the same class. Subject vocabulary is promoted effectively, so that pupils use this language confidently when, for example, they talk about the characteristics of a type of writing. Enthusiasm is aroused by the use of drama, and pupils benefit from opportunities to plan their work together. Where teaching is good, daily plans are

refined to take account of pupils' responses the day before, and pupils' understanding is carefully explored through questioning. These features are firmly established in the teaching of mathematics, and ensure that pupils of all abilities are challenged well, including the more able.

While there is no unsatisfactory teaching, there are several factors that slow pupils' progress. For example, sometimes too few pupils are encouraged to contribute during discussion or there are missed opportunities to explore and extend ideas. Good progress is sometimes inhibited when activities are not always varied enough for pupils of different abilities, especially in science. While assessment has become more rigorous, practices are not as far advanced in other subjects, such as science, or in the Reception year. Marking is helpful because it helps pupils understand how they can improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory, and recent improvements have done much to increase pupils' enjoyment of learning and their academic progress. Importantly, the amount of time pupils spend in lessons has been extended. The introduction of mixed-age classes, grouping by ability and more detailed planning provides a greater level of challenge for pupils. These changes, together with the creation of links between subjects, have a positive impact on teaching and learning. However, improvements have had more impact on mathematics than English and science. In particular, planning is not always adjusted to the same degree in these subjects as it is in mathematics to ensure pupils' needs and interests are met consistently.

Information and communication technology (ICT) is sometimes used to good effect, as it was to help pupils compare information about their local climate with data from a mountainous region. However, its use is not as extensively developed as it could be, mainly because resources are limited and the ICT suite is cramped. A satisfactorily broad curriculum in the Reception year contributes to pupils' steady progress. Those with learning difficulties benefit from clear, crisp targets.

A wide range of clubs adds much to pupils' experience. These include sport, music, computing and gardening. A particularly valuable initiative has enabled each class to 'adopt' a country so that pupils gain a real feel for different cultures and countries around the world.

Care, guidance and support

Grade: 3

Recent improvement to assessment procedures helps to ensure that the care, guidance and support for pupils are satisfactory, with particular strength in pastoral care. Progress in English and mathematics is now carefully monitored so that targets can be adjusted and additional support given when necessary. However, because improvements are recent, academic achievement is not yet as rigorously tracked in other subjects.

The welfare and safety of pupils are central to the school's good pastoral care. Arrangements for safeguarding pupils are comprehensive, including those for child

protection. Supervision at break-times is organised well, with much consideration given to pupils' safety during the present building work. Action taken to improve playground safety has resulted in a reduction in reported accidents. National awards have been given in recognition of how successfully the school promotes a healthy lifestyle by, for example, walking or cycling to school.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school has improved significantly over the last twelve months. The driving force behind improvement has been the strong leadership of the new headteacher. All staff members work together to bring about change and willingly share accountability for the school's performance. The impact of new initiatives is already apparent in pupils' increasing academic progress. This rapid rate of improvement shows that the school is well placed to move forward and support its future development.

The school has benefited from and made good use of intensive support provided by the local authority. This assistance helped the school to gain an accurate view of its work, and improvements to assessment practices have given a much fuller understanding of academic achievement. Most of the monitoring of teaching and learning has been done by the headteacher and outside consultants. However, these opportunities have been used to build the monitoring skills of other senior members of staff and subject leaders. They have started to use these skills to check on provision and progress, but this part of their role is only just developing.

Consultation with parents is satisfactory, and pupils have a greater voice in school affairs through the re-emergence of the school council. The views of governors are frequently sought and those in key positions play a major role in evaluating the school's effectiveness.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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 Pupils

We enjoyed visiting your school very much, and thank you for making us feel so welcome. This letter is to tell you what we found out about your school.

What your school does well

• You behave well and told us that you enjoy your activities, especially the many clubs. • Nearly all of you come to school every day. • You are helping to make the school even better through the work of the school council. • Adults in school take good care of you and this helps you to be safe. • Many of you eat healthy snacks and walk or cycle to school to keep fit. • You are learning a lot about how other people live around the world through your links with different countries, and especially your link with the school in Guinea. • There have been lots of improvements to lessons, and especially to those about mathematics, so that you do well in this subject.

What we have asked your school to do now

• Make sure that you make good progress in every lesson, and particularly in those about English and science. • Continue to keep a careful check on your progress in all classes and subjects. • Make sure that all your teachers help to monitor how well the school is doing.

We wish you all the best for the future.

Yours sincerely

Patricia Davies Lead Inspector