



Walberton and Binsted CofE Primary School

Inspection Report

Unique Reference Number 125997
LEA West Sussex
Inspection number 282039
Inspection dates 25 April 2006 to 26 April 2006
Reporting inspector Juliet Ward HMI

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

Type of school	Primary	School address	The Street
School category	Community		Walberton
Age range of pupils	4 to 11		Arundel, West Sussex BN18 OPH
Gender of pupils	Mixed	Telephone number	01243 551398
Number on roll	204	Fax number	01243 554594
Appropriate authority	The governing body	Chair of governors	Mr Martin Sutton
Date of previous inspection	15 January 2001	Headteacher	Miss Maureen Shilliday

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

This is an average-sized, one form entry primary school. It is located in an area of socio-economic advantage and a low proportion of pupils are eligible for free school meals. An average percentage have special educational needs. Most pupils come from White British heritage; very few pupils have English as an additional language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's own evaluation of being a good school with some very good and outstanding features. It provides very good value for money. The school makes outstanding provision for pupils' personal development and ensures that they receive high quality care, guidance and support. The pupils thoroughly enjoy the stimulating and effective curriculum which is enriched by a wide range of activities.

Standards are above average in the Foundation Stage and at both key stages, rising steadily at Key Stage 2 over the last three years. Pupils make good progress from the beginning of the Foundation Stage through to Years 5 and 6, when most of them make very good progress. Well focused assessment and constructive marking guide pupils on how to improve. Teaching is good overall, with several very good and outstanding features in the quality of the teaching in Years 5 and 6. The younger pupils are not as independent as they should be in taking responsibility for their learning, although excellent strategies are effectively supporting this aspect of their learning.

Very effective leadership and management have created a committed team who are ambitious for the pupils' success. The school's self-evaluation is excellent and accurately assesses strengths and areas for development, including, for example, developing teachers as effective managers of subjects and phases throughout the school. The school improvement plan sets the correct agenda for raising pupils' attainment and enriching the quality of the curriculum. There is a good track record of improvement since the last inspection, such as improving the quality of the Foundation Stage and Year 1 curriculum. The school demonstrates very good capacity to improve further.

What the school should do to improve further

- Continue to develop the pupils' independence in learning and skills in assessing and evaluating their own progress.
- Through the proposed management structure, strengthen and formalise the roles of all teachers in leading and managing their areas of responsibility throughout the school.

Achievement and standards

Grade: 2

Achievement is good for all groups of pupils, targets set for them are appropriately challenging and they meet them well. Pupils enter Reception with slightly better knowledge and skills than those expected for their age. They make good progress in all areas of learning because of good teaching, an enriched curriculum and effective assessment. By the end of the year almost all are meeting, and some are exceeding the early learning goals in all areas of learning. In Years 1 and 2, pupils make good progress in English and mathematics and, although there are differences between the abilities of pupils year on year, standards were above average in the national tests for 2005. The present Year 2 pupils are on track to achieve similar results in the forthcoming national tests.

Pupils make good and sometimes very good progress by the end of Key Stage 2. By the end of Year 6, attainment is good and many reach standards well above those expected nationally, especially in science and English. An effective assessment system tracks pupils' progress accurately throughout the school, particularly in Years 5 and 6. In all year groups, writing has been a development area and, as a result, standards rose significantly in the end of Key Stage 2 national test results for 2005. All pupils at Key Stage 2 are achieving well and once more the Year 6 pupils are on course to exceed national averages.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. They have very positive attitudes to school which enable them to make good progress in their learning. As one pupil said, 'I love coming to school. The teachers are kind and I really enjoy my work, especially maths.' Pupils' enthusiasm for school is reflected in their good attendance. Pupils' spiritual, moral and social development is outstanding. Spiritual development is promoted very effectively through collective worship, displays and circle time. Relationships are outstanding and pupils co-operate very well from an early age. Behaviour is exemplary. All children understand the 'Code of Conduct' and treat each other with respect and care. The cultural development of pupils is good and is linked well to art, music, religious education and geography.

Pupils are very keen to take on responsibilities. The buddy, house and prefect systems are very effective. The school is a valued member of the local community and there are excellent links with the local church and diocese. The school council has been involved in a number of successful ventures, for example the purchase of new playground equipment. Pupils are very proud of their school. They consider it a 'really good' school where they feel safe and free from problems such as bullying. They are prepared very effectively for the next stage of their education being equipped with good basic skills in literacy and numeracy. They also enjoy the rich curriculum and involvement of their parents in their learning. Children work safely, and are good at selecting and clearing away resources. They enjoy healthy foods and exercise.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good with several very good and outstanding features, and this fosters positive attitudes amongst the pupils. They work hard and enthusiastically carry out research into topics. One boy in Year 5 had spent time navigating a website about the village and was able to share this knowledge with his peers. Pupils are attentive and interact well in discussion and debate, valuing others' opinions.

Thorough planning and preparation linked to the good use of resources underpin most lessons and bring learning to life. In a good lesson in Year 2, the children enthusiastically

discussed, then acted out how they would phrase an invitation from grandma to Red Riding Hood. An outstanding mathematics lesson in Year 6 provided excellent challenge as the pupils developed their strategies for investigating fencing for the new environmental site. Support staff promote the self-esteem and confidence of pupils well. They also make a good contribution to the development of social and independent skills of the youngest pupils in the Foundation Stage and Year 1. More able pupils benefit from the challenges provided through grouping by ability, and make good gains in their learning. Behaviour is managed very well. Teachers are especially good at marking work and providing guidance for pupils on how to improve. The younger pupils are not yet independent learners or confident when evaluating their own learning. They are very complimentary about the support they receive.

Most basic skills are taught thoroughly and there has been significant improvement in promoting pupils' handwriting, spelling and presentation of work. Pupils are being actively encouraged not to be too easily satisfied with work that does not reflect their ability.

Curriculum and other activities

Grade: 2

The curriculum provision is good and meets the needs of individuals well. Teachers encourage pupils to apply their skills in other subjects. Physical development receives high priority. By employing external support for additional clubs the school has raised the profile of a number of sports, and has coped very well with the restrictions on playground space to maintain the physical education curriculum. The well planned and practical curriculum in the Foundation Stage promotes effective learning.

Pupils enthusiastically attend the extensive programme of extra-curricular activities. Parents play an active role in some of these activities, as do teachers and governors. Older pupils and parents are positive about the residential visit for Year 6 which contributes to pupils' academic and personal development. Pupils' personal development is enriched through strong teaching about relationships and opportunities to learn about the benefits and potentially damaging effects of drugs.

Care, guidance and support

Grade: 1

The care, guidance and support given to pupils are outstanding. Parents enthuse about a warm, friendly school that instils confidence in their children at every stage of their education. All pupils have full access to the curriculum. The school has excellent systems for child protection to ensure pupils' safety and well-being. Links with the local church and outside agencies are most effective in providing additional support. For example, the care shown for all pupils, including those who are experiencing longer-term or immediate emotional difficulties, is fostered further through avenues such as the established 'Pastoral group'.

Monitoring of pupils' academic and personal development is good. The school's assessment and target setting ensure that pupils receive good guidance and understand

how they can improve their work. Procedures to raise attendance are effective and attendance is good. Parents comment that their children are prepared very well for the next stage of their education.

Leadership and management

Grade: 2

Leadership and management are good and the management of change has been excellent, especially during the past year of building. The headteacher provides strong, focused leadership and inspires her colleagues in their drive to raise standards. She is very ably supported by the deputy headteacher. Staff make a cohesive and hard working team who embrace change in a desire to improve. Self-evaluation is very accurate and leads to ongoing improvement. Governors and parents play a pivotal role in supporting the school; they ask probing questions and challenge the school about its success in meeting targets. Parents are consulted on their views regularly by the school and the governors. Financial management is excellent, funding high quality provision including staffing and resources. The headteacher rightly strives for high standards of teaching and care. This permeates the school so that staff seek feedback and view it in a positive light. Pupils feel very much part of the school and quote several examples of how the headteacher has responded to their suggestions.

Strategic plans include priorities to develop all teachers as leaders and managers in their subjects and aspects of responsibility, and these are appropriately focused on future developments. The school's capacity to improve is very good. This is shown by the significant improvements in the quality of the Foundation Stage curriculum and by the higher standards achieved by pupils at Key Stage 2 over the past three years.

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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	1	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	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	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?	1	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	1	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

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,

Thank you for all the help you gave us when we came to visit your school. We enjoyed working with you very much, especially having lunch with you and looking at your work.

It was delightful to see how your school has continued to improve and you have played a very important part in making it a better place to learn. Many of you said how much you enjoy school and like your teachers. We think that your school gives you a good education and that things are getting better all the time, especially as you look forward to working in a super new school building in September. Here are some of the highlights.

You are very good at listening to your teachers and sharing your ideas. You work hard, are very well behaved and try to do your best. Your teachers really care about you and want you to succeed. The headteacher has helped your teachers to become more effective and the work that is set for you to be more exciting.

There are some things that would help to make the school even better.

You could try to be really independent and make sure you check your work to see if you are making good progress in meeting your targets. All the teachers could use their responsibilities as subject leaders to check whether all subjects are being taught well in every class.

Mrs Deirdre Crutchley and I wish you every success in the future.

With best wishes,

Juliet Ward Her Majesty's Inspector of Schools