



# West Park CofE First and Middle (Controlled)

Inspection Report

**Unique Reference Number** 126016  
**LEA** West Sussex  
**Inspection number** 282043  
**Inspection dates** 16 January 2006 to 17 January 2006  
**Reporting inspector** Sheila Browning AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Marlborough Road
<b>School category</b>	Voluntary controlled		Worthing
<b>Age range of pupils</b>	4 to 12		West Sussex BN12 4HD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01903 243099
<b>Number on roll</b>	782	<b>Fax number</b>	01903 240928
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	27 November 2000	<b>Headteacher</b>	Mr J R Hofton

<b>Age group</b> 4 to 12	<b>Inspection dates</b> 16 January 2006 - 17 January 2006	<b>Inspection number</b> 282043
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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

West Park School is much bigger than most other primary schools. The school also has a special support unit for pupils with specific learning difficulties and another for those with physical difficulties. These pupils are fully integrated into the mainstream school. Most pupils are from White British families but several minority ethnic groups are also represented in small numbers. Nearly a quarter of the pupils have special educational needs, but in Year 4 onwards this number increases. West Park is unusual in that it has two planned admissions, one in the Reception class and one in Year 4. Around one-fifth of pupils leave at the end of Year 6 to go on to secondary schools.

## 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 provides a satisfactory education for its pupils. It views its work as better than this. This is not the case as the pupils' overall progress is satisfactory during their time in the school. The pupils enter the school with broadly average standards and leave with average standards, although attainment in mathematics is not high enough at the end of Year 6. The school has strengths in several areas of its work. It is popular with parents and is very successful in promoting its pupils' personal development and wellbeing so that they behave very well and are keen to learn. Links with local schools are strong. It offers a rich curriculum, strongly enhanced through an extensive range of clubs, themed days and other activities. It provides well for the individual needs of pupils with learning difficulties and disabilities. Children are given a secure start in the Reception class and make steady progress and reach average standards by the end of it. The pupils' progress results from the satisfactory teaching and learning across most of the school but it slows down at the beginning of key stage 2 because work is not demanding enough. Targets for older pupils are not as challenging as they should be.

The leadership and management of the school are satisfactory. The school's own evaluation of its work has not been rigorous enough in the past, although it has improved more recently. The headteacher and senior managers provide clear direction for the school. The issues raised in the last inspection have been dealt with effectively. The school gives satisfactory value for money and demonstrates that it has the capacity to secure the further improvements needed.

### What the school should do to improve further

- make work more demanding for pupils, particularly in mathematics and Year 3
- set more challenging targets for older pupils, taking account of what they have achieved by the end of Year 2.

## Achievement and standards

### Grade: 3

Standards in the school are average and pupils make satisfactory progress. Their standards when they enter the school vary slightly from year to year but are broadly average. Children make satisfactory progress from entry in the Reception class to the end of Year 2, developing their skills and confidence well. At the end of Year 2 their standards are in line with those expected nationally. Pupils make the best progress in science.

Standards are broadly average by the end of Year 6 but pupils in the middle range of ability in mathematics could achieve more highly. School records show that many pupils slip behind from the end of Year 2 to the start of Year 4. The school is tackling the problem methodically through a range of support programmes. Though pupils are catching up they did not make progress quickly enough last year to cover up all this lost ground by the end of Year 6. However, by the time Year 7 pupils leave the school

assessments show that they achieve satisfactorily and reach average standards. The school sets targets for pupil's achievement at the end of Year 6 based on their test results in Year 4. These are not always challenging enough, as they do not take sufficient account of pupil's attainment at the end of Year 2. In contrast, targets for those in the Reception Year and for the pupils with learning difficulties and disabilities, including those in the units, are more stretching. As a result of the good additional support they receive, particularly in literacy and numeracy, these pupils' achievement is good in relation to their individual targets.

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

### **Grade: 2**

The pupils' personal development, including all aspects of their moral, social and cultural development, is good. Attendance is above average and pupils thoroughly enjoy their time at West Park. They lead a healthy lifestyle, especially through their many sporting and physical activities. They particularly like and take part in the many after school clubs and interesting activities linked to lessons. Most know what makes up a nourishing diet. Pupils, including those with physical disabilities, are very good at knowing how to keep themselves safe.

The vast majority of pupils are very well behaved and are clear about the difference between right and wrong. Usually they show good attitudes to lessons, although a few pupils find it difficult to settle when they transfer into the school in Year 4. With consistent management they soon realise that their silly behaviour unfairly disrupts the learning of their fellow pupils. Relationships between the pupils and with the staff are very good and this enhances their learning. Pupils take on responsibilities maturely. They are particularly impressive in sympathising with the less fortunate and raising substantial amounts for charity, such as supporting children in Nairobi. However, the School Council could take on more of the organisation of its own meetings. The school's strong Christian ethos encourages pupils to look after each other well and value the views of others. Since the last inspection, the school has worked very effectively to improve pupils' knowledge of the celebrations and ways of life of other cultures.

Preparation for life beyond school is satisfactory however, a significant number do not show sufficient independence and initiative in their learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory in most parts of the school. The best teaching is found in the Early Years class and Year 1, where adults identify what children know and can do and use the information to plan challenging work. Teachers manage pupils' behaviour in their classes well. They know and get on very well with their pupils, so that many of them express particular fondness for their teachers. However, although pupils enjoy their lessons, they do not find them all demanding enough. Teachers do not always

make adequate use of assessment information to ensure that work is closely matched to pupils' abilities and learning needs. These weaknesses are mainly found in Year 3 and in the work of pupils of middle ability in mathematics. The school is tackling these problems with determination and helping those affected to catch up. Teaching in English and science now has a sharper focus in identifying and addressing previous gaps in pupils' knowledge and understanding. In a few cases, the use of worksheets limits opportunities for more extended writing, particularly of more able pupils. Teaching is especially effective in meeting the needs of pupils with learning difficulties and disabilities. They are well supported, and benefit from a wide range of additional learning programmes in reading and writing geared towards boosting their performance. As a result, they make good progress in relation to their particular abilities. Marking is generally of a high standard, providing good guidance to pupils on what they need to do to do better. Homework is used well to encourage pupils to carry out basic research and to build on what is learnt in lessons.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and it contributes well to pupils' personal development. West Park provides rich and exciting activities while still ensuring that all pupils have access to the full National Curriculum. The high number of visitors to the school and a wealth of visits add interest to the curriculum and support pupils' social development well. The multitude of after school clubs are well attended. There is something for pupils of all ages and interests. Pupils enjoy their physical activities, art and music, leading to performances of quality and sporting success. Excellent planning, and a range of activities, such as links with a school in Sierra Leone, and in-depth studies of different cultures, ensures that multicultural development is now a strength and found in all areas of the curriculum. For example, less fortunate children in Nairobi and Freetown are supported through fund-raising and pupils experience the customs and food of France for a day.

The school makes good unit provision for pupils with learning difficulties.

## **Care, guidance and support**

### **Grade: 3**

The care and support of pupils are satisfactory. The staff are particularly good at looking after the personal and pastoral needs of each pupil. Because of this all pupils feel safe in school and are happy to confide in their teachers should they feel unhappy. On the rare occasion that bullying occurs, pupils are in no doubt that it is sorted out quickly and properly. The school supports pupils carefully and sensitively. The pupils in the special units are also given very good attention to address their special needs. Health and safety systems and Child Protection arrangements are secure. The school works closely with pupils' homes and communication with parents is very effective. Guidance to pupils on their school work, though satisfactory, could be more sharply focused in lessons to ensure they make better progress. Pupils all have targets to help

them improve in mathematics and English but these are sometimes too general and do not focus on their particular learning needs.

## **Leadership and management**

### **Grade: 3**

The leadership and management have some strengths, and are satisfactory overall. They successfully sustain a caring school where pupils enjoy learning, feel valued and develop in confidence. Parents know their children will be happy and safe. Nonetheless, the school's self-evaluation has not been as effective as it could be, as seen in the weakness in setting demanding targets. The senior managers and governors have analysed and evaluated much data and put in place effective support and learning programmes to tackle underachievement. Standards and achievement are beginning to show improvement in Key Stage 2, but this was not in time to ensure that recent Year 6 test results were as good as they should have been. Systems for recording and tracking pupils' achievements have previously not been rigorous enough. The pace of change has been rather slow, but there are clear indications that achievement is gradually improving. The leadership of the school has shown that it has the capability of securing the improvements needed. Examples are the focus on teaching and learning styles and the recent additional reading, writing and mathematics programmes in place, which are beginning to boost pupils' progress. All staff promote a caring and interesting environment, and ensure that pupils from the two special learning units have equal opportunities to help them achieve as well as they can. Parents are very positive about the leadership of the headteacher and the majority are pleased with most aspects of the school's work.

The governors have a clear view of their responsibilities and a good understanding of what the school needs to do to improve, and they act as critical friends to the staff.

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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>	3	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	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	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	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	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>	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

<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**

Dear Pupils Thank you for helping us when we visited your school. We enjoyed talking with so many of you, and looking at your work and seeing your lessons. These are the things we especially liked about West Park School :

- there are lots of interesting and exciting activities for all of you to experience, enjoy and take part in, including clubs and visits
- you are very well behaved, thoughtful and kind and get on very well with one another
- those of you with learning difficulties and disabilities are well supported and you enjoy taking part in the many activities offered in the school. We know everyone wants to do better and we have suggested some things to help:
- we think that those of you in Years 3 to 6 could do even better, especially in maths
- your teachers need to set you harder targets to work towards.

With best wishes

Sheila Browning On behalf of the OFSTED inspection team