

# East Wittering Community Primary School

Inspection report

---

<b>Unique Reference Number</b>	125829
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	293370
<b>Inspection dates</b>	22–23 May 2007
<b>Reporting inspector</b>	Eileen Chadwick

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	255
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Blunden
<b>Headteacher</b>	Susan Parker
<b>Date of previous school inspection</b>	10 December 2001
<b>School address</b>	Church Road East Wittering Chichester PO20 8PS
<b>Telephone number</b>	01243 672208
<b>Fax number</b>	01243 673238

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	22–23 May 2007
<b>Inspection number</b>	293370

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This school serves a mixed area that includes the village of East Wittering as well as communities further afield. The proportion of pupils with learning difficulties and disabilities is above average. The number of pupils joining the school other than at the usual time is above average and particularly high in Years 3 to 6. Children's attainment into the Reception Year and that of later entrants is below that expected and a substantial proportion has limited communication skills. There have been significant changes of teaching staff in the past few years although staffing has now stabilised. The school recently won a healthy schools award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with a number of good features. It is a happy school with a strong family ethos, providing well for pupils' personal development. It really nurtures its pupils. The considerable numbers who join in different year groups are given good support and integrate well. As a result, pupils behave well and have positive attitudes to learning. The school knows its strengths and has clear plans to tackle weaker areas.

Pupils' achievement is satisfactory although it varies across the school. Good teaching in Reception means that children make good progress. Standards match expectations in all areas by the start of Year 1. Steady progress in Years 1 and 2 results in broadly average standards in reading, writing and mathematics. Standards in Year 2 have improved in recent years and pupils are now better prepared for their junior education than in the past. However, their skills in spelling and punctuation are weaker aspects and there is still scope for further improvements in reading. Pupils continue to make satisfactory progress in Years 3 to 6. By Year 6, standards are broadly average in English and mathematics, although spelling and punctuation are still weak.

The overall quality of teaching is satisfactory. There is a significant amount of good teaching but this is not consistent throughout the school. Teachers manage pupils well and make learning enjoyable and relevant to pupils' lives. However, literacy and numeracy work is sometimes too hard for lower attaining pupils and too easy for more capable pupils. This prevents these groups making as much progress as they should.

The personal development and well-being of pupils are good. They enjoy their lessons and gain an excellent understanding of healthy lifestyles. This stems from a satisfactory curriculum that is particularly strong in sport and provision for personal, social and health education (PSHE). It is enriched by a wide range of good quality visits and activities outside normal school hours. Information and communication technology (ICT) is used effectively to support pupils' learning. However, not enough time is given to the direct teaching of reading skills in Years 1 and 2 so pupils' progress is not as fast as in Reception.

The quality of care, support and guidance of pupils is satisfactory. Pastoral care is strong and pupils are well cared for and feel safe. Academic assessment is generally satisfactory. However, the school is fully aware that assessment systems vary from class to class and do not give a clear view of pupils' progress from the time they enter to the time they leave. This prevents staff fully evaluating the impact of teaching on progress and swiftly making any improvements.

Leadership and management are satisfactory. The headteacher provides a clear direction and has engendered a strong team on a quest for improvement. The school has recently established a new leadership structure. The school knows its strengths and its areas for development and what is needed to tackle them. It is fully aware that there is still some variation in the rate of pupils' progress as they move through the school because of some inconsistencies in teaching.

### What the school should do to improve further

- Increase the time spent on the direct teaching of reading skills in Years 1 and 2 and improve pupils' progress in spelling and punctuation in Years 1 to 6.
- Improve the consistency of teaching and the rate of progress by matching work more closely to the needs of lower and higher attaining pupils in literacy and numeracy.

- Implement consistent assessment and recording systems across the school in order to better check pupils' progress and to quickly make improvements where needed. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' overall achievement is satisfactory. Children's good progress in Reception leads to standards that are at the level expected by the start of Year 1. By Year 6, pupils reach broadly average standards in English, mathematics and science. In Years 1 to 6, rates of progress are satisfactory but not as high as they might be for lower attaining and more capable pupils. There has been some improvement in the teaching of literacy in Years 1 and 2 and standards are beginning to rise. However, there is still scope to increase the amount of time spent on the direct teaching of reading skills and to increase the proportion reaching the expected reading standards at the end of Year 2. Weaknesses in spelling and punctuation limit writing standards to some extent and these weaknesses are still evident in Years 3 to 6.

Standards in English and mathematics for current Year 6 pupils have improved compared with those reached in the 2006 national tests. Pupils' overall progress is satisfactory when set against their starting points and this includes the high proportion that entered directly into Years 3 to 6. However, inconsistent challenge in English and mathematics for more capable pupils sometimes slows their progress. Strategies for raising reading standards are having a positive impact on achievement in Years 3 to 6.

Pupils with learning difficulties and disabilities are given satisfactory support so they make steady progress in reading and mathematics. However, progress for lower attaining pupils sometimes slows when the steps in learning are too hard for them.

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

### **Grade: 2**

Pupils enjoy school, have good attitudes to learning and behave well. They say bullying is rare and that staff deal with inappropriate behaviour quickly and fairly. Pupils' good spiritual, moral, social and cultural development enables them to develop sensitivity to the needs of others and to appreciate their achievements. For example, pupils show much pride when explaining how they gained their 'Ask me what I did!' badges.

Work related to healthy school status gives pupils an excellent understanding of how to lead healthy lifestyles. Pupils feel safe and are very safety conscious. Pupils contribute well to the school and local communities. They enjoy taking responsibility, for example, as 'playground buddies'. The school council makes an effective contribution to school life and ensures pupils' views are represented. Raising funds for charities and taking part in activities such as managing class budgets for the 'Make £10 grow' projects give pupils an awareness of wider social and economic issues and an appreciation of those less fortunate. However, preparation of pupils for their future working lives is only satisfactory as they make only steady progress in acquiring basic skills.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning have many good features but there are some weaker aspects in Years 1 to 6. Throughout the school, teachers develop warm relationships with pupils and manage them well so classrooms are calm and pupils enjoy learning. In Reception, teaching is particularly effective in developing the quality of children's language and basic skills. Across the school, teachers have good subject knowledge and use practical resources and interactive whiteboards well to aid learning. Teachers' good use of 'study-buddies' helps pupils to clarify their thinking, develop their vocabulary and consider their answers. However, too often in Years 1 to 6 pupils are given the same work to do that is too difficult for some and too easy for others. In these years, teachers do not always use assessment information well enough to ensure all activities are suitably matched to the needs of lower and higher attaining pupils in literacy and numeracy. Teaching assistants make a valuable contribution to pupils' learning.

### Curriculum and other activities

#### Grade: 3

Pupils' experiences are extended by a good range of extra-curricular activities. There are opportunities for pupils to learn French in Years 3 to 6. In Reception, the curriculum is well planned with a good balance between teacher-directed activities and purposeful play. Throughout the school there are good opportunities for pupils to develop their spoken language. However, in reading in Years 1 and 2, not enough attention is paid to developing pupils' recognition of commonly used words and their knowledge of sounds. There is not enough focus on developing pupils' spelling and punctuation skills in Years 1 to 6. There is satisfactory provision for pupils with learning difficulties. A comprehensive programme of PSHE, supported by residential visits, enriches pupils' personal development.

### Care, guidance and support

#### Grade: 3

Pupils are given strong pastoral support. Effective links with outside agencies help vulnerable pupils. Those who have had difficulties settling in other schools or who have specific behavioural, social or emotional needs are successfully helped to integrate into school life. Consequently, there have been no recent exclusions and attendance has improved. The school takes all appropriate steps to safeguard pupils. The academic support and guidance that pupils receive is generally satisfactory. Teachers make thorough assessments but recording systems are inconsistent across the school. There is no single tracking document which shows pupils' progress from entry to when they leave. This restricts the checks that school leaders and teachers can make on how well pupils are doing. Although they are set learning targets, some pupils are not sufficiently aware of them or their full purpose.

## Leadership and management

### Grade: 3

The headteacher has given an effective lead on the pastoral care of pupils in the face of staffing issues which have sometimes interrupted pupils' progress. School leaders work closely together to create a common sense of purpose focused on improving achievement.

The leadership team has a realistic, honest and accurate view of the school's strengths and weaknesses. The school is beginning to analyse assessment data in some detail though it is fully aware that information is not collated systematically. The unwieldy recording of assessments prevents teachers, school leaders and governors quickly identifying and addressing inconsistent rates of progress across the school. Subject leaders and senior staff take a full role in checking the quality of teaching and learning. However, not enough attention is paid to evaluating the impact of teaching on the rate of learning of different groups of pupils. The school has improved its procedures for communicating with parents since the previous inspection and many parents say these are effective.

Having recently been reorganised, the governing body is now fully developing its role in the strategic management of the school under a knowledgeable and dedicated chair of governors. The school has sound capacity to continue to improve.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## 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>
--	-----------------------

### 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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

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

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

24 May 2007

Dear Pupils

Inspection of East Wittering Community Primary School, PO20 8PS

Thank you for making us so welcome when we visited your school recently. You certainly seem to enjoy school and it was good to hear about all the extra activities in which you are involved. We think your school gives you a sound education and staff and governors are working hard to make it even better than this.

This is what we thought is particularly good about your school:

- You behave well and are keen to learn.
- Those of you in Reception get off to a really good start.
- You take on responsibilities willingly and help people less fortunate than yourselves.
- You have an excellent understanding of the importance of eating healthily and keeping fit and are good at keeping safe.
- The staff take good care of you while you are in school.

Here are the things we are asking the school to work on now:

- Give you better opportunities to practise your reading and improve your spelling and punctuation.
- Make sure your work is never too easy or too hard.
- Make better checks on how well you are learning.

You can help your teachers by making sure you continue to work hard at improving your reading and writing.

Thank you again for being so helpful.

Yours faithfully

Eileen Chadwick Lead inspector