

# Jessie Younghusband Primary School

Inspection report

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<b>Unique Reference Number</b>	125880
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	293390
<b>Inspection date</b>	13 June 2007
<b>Reporting inspector</b>	Christine Huard

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

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<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	222
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Tomlinson
<b>Headteacher</b>	Susan Patrick
<b>Date of previous school inspection</b>	15 October 2001
<b>School address</b>	Woodlands Lane Chichester PO19 5PA
<b>Telephone number</b>	01243 782192
<b>Fax number</b>	01243 530685

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a popular average-sized primary school. Most pupils are from the local area but a significant minority attend from further afield. Nearly all pupils are of White British descent and none are at an early stage of learning English. The proportion of pupils with learning difficulties is broadly average. Attainment on entry into Reception varies from group to group but is broadly average. The headteacher joined the school in January 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. It provides a good education for its pupils. The school's aims to provide a stimulating environment, encourage everyone to aim high and provide an environment where everyone is valued and respected fully reflect what is happening in the school. The school is constantly striving to improve the provision made for its pupils. As a result standards are above average and pupils achieve well. Children in the Reception class receive a good start to their education because activities are well matched to their needs. Pupils continue to make good progress as they move through the school, reaching well above average standards by the end of Year 2 and sustaining these in Years 3 to 6. Progress in mathematics is not quite as good as in English and science, because some opportunities are missed to allow pupils to apply the skills they have learned to solve problems in practical situations.

A walk around the school with the headteacher began at the entrance. 'The Reception area should tell visitors what the school is about' she explained; it does. The vibrant and exciting examples of pupils' work completed during Australian arts week are a vivid illustration of one of the many excellent enrichment activities that enhance the good curriculum. They show evidence of the way in which pupils' work is valued, and the care and concern that is displayed for them on a day-to-day basis. They are nurtured and their development is carefully monitored from the time they enter the school. The care, guidance and support they receive to help them to achieve their potential both academically and in their personal development are outstanding. As we progressed through the school, visiting each classroom, it was evident from the excellent behaviour, enthusiastic responses and excitement being generated, especially from the classroom where it was 'Pirates' Day', that pupils greatly enjoy their education. Teachers ensure that pupils know what they are going to learn. They use resources, such as interactive whiteboards, skilfully. These make explanations clearer and lessons more interesting. All these elements, together with confidence and good subject knowledge, result in overall good teaching and learning.

Pupils are lively and responsive in class, thoughtful and reflective in assemblies and considerate in their dealings with each other. Other factors that clearly demonstrate that pupils' personal development and well-being are outstanding are their excellent understanding of the need to stay safe and the importance of a healthy lifestyle, and their chattering eagerly about the 'trim trail' and the importance of having healthy food in their lunch boxes. They willingly embrace a wide range of responsibilities which increase in complexity as they move through the school, from being 'head and tail' in Year 2 to 'squabble busting' in Year 6.

Leadership and management are good. The new headteacher is strong and perceptive. She has accurately recognised key areas for improvement and parents appreciate her approachability. As one commented, 'She has made subtle changes which have made a huge difference.' The governors effectively challenge the school about its performance, and are involved well in setting its direction. Subject leaders have a broad overview of their subjects, but their role has not yet been developed sufficiently to enable them to monitor effectively and identify where adjustments need to be made in order to further improve performance.

### What the school should do to improve further

- Increase the opportunities for pupils to apply their mathematical skills in problem solving situations.

- Develop the role of subject leaders so that they play a more prominent part in monitoring the effectiveness of their subjects and areas.

## **Achievement and standards**

### **Grade: 2**

Children in Reception make good progress across all areas of learning because a wide range of activities are provided which interest and stimulate them. Most join Year 1 having achieved the goals expected of them. Across the school, pupils achieve well and standards are above average. There is particularly good progress in English and science, but in mathematics it is not quite so good because pupils are not always sufficiently proficient in applying their knowledge to problem solving situations. For example, Year 6 pupils found it difficult to spot the 'odd one out' when confronted with groups of four different numbers. The school exceeded the targets set in English and mathematics last summer. It is well on course to meet the challenging but realistic targets set for this year in English although those for mathematics have been more of a challenge. Pupils with learning difficulties achieve well because they are provided with good support whether individually or in small groups.

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

### **Grade: 1**

Pupils develop outstanding social and moral attitudes which are firmly underpinned by the strong ethos that is an essential element of this vibrant community. Assemblies allow pupils a chance to be quiet and reflective. The use of resources such as the sensory garden and opportunities in the curriculum for reflection further contribute to pupils' excellent spiritual development. They explore the faiths and traditions of other cultures which considerably enhance their understanding of growing up in a multi-ethnic society. Pupils have a voice through the highly effective school council and are adamant that bullying does not occur. They eagerly take on responsibilities, such as fund-raising for local, national and international charities, and show a real responsibility towards the environment following work for the 'Eco-schools' award. Most leave the school with a well above average standard of basic skills. These together with their excellent personal skills, especially confidence and self-esteem, give them an outstanding preparation for the next stage in their education and later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Children learn effectively in the Reception class because they enjoy the activities provided and they are well supported by all adults. In Years 1 to 6 teaching and learning are effective because teachers show flair and imagination in their planning in order to make learning relevant and fun for the pupils. Good subject knowledge gives them the confidence to be adventurous in the classroom. Pupils tackle tasks set with vigour and enthusiasm. They are eager to learn because they find the teaching inspiring and exciting. Pupils in Year 1 had fun trying to find appropriate adjectives to describe the troll in the Three Billy Goats Gruff in order to design a 'Wanted' poster, whilst Year 5 pupils were totally absorbed in devising persuasive arguments to persuade potential customers to buy a smart racing bike. Pupils respond to questions thoughtfully and are encouraged to explore and share ideas with each other. However, sometimes teachers do not always give girls enough opportunities to respond to questions, particularly in

classes where boys outnumber them and are very assertive. Tasks are well matched to the needs of all pupils. Teaching assistants are well deployed and provide good support particularly for pupils with learning difficulties. Marking is a particular strength and older pupils say they find it helpful to know what they need to do to improve their work.

## **Curriculum and other activities**

### **Grade: 2**

A good range of learning opportunities is provided in the Reception class which enable the children to make good progress across all areas of learning. The curriculum for Years 1 to 6 is effectively designed to promote enjoyment of learning in all areas, including the main priority of developing pupils' basic skills in literacy and numeracy. However, planning for mathematics does not identify enough opportunities for pupils to use their skills in practical situations. A well planned programme contributes very well to pupils' excellent personal development. Residential visits for pupils develop their self-confidence and independence effectively. Pupils especially value events such as book and arts weeks and the outstanding range of extra-curricular activities which considerably enhance their learning. Strong links with local secondary schools provide a very good preparation for their next stage of education.

## **Care, guidance and support**

### **Grade: 1**

Exceptionally good procedures are in place to ensure that pupils feel safe and secure at all times. Pupils are confident that they can seek help and advice from all adults when they need it. They appreciate the worry boxes that are present in each classroom 'although they are hardly ever used'. Pupils' personal development is closely monitored throughout their time at the school. There are excellent links with outside agencies to further support pupils when needed. Systems for checking pupils' academic progress are very good, but the school is seeking to refine these procedures further in order to identify more quickly areas requiring improvement. Teachers are very good at involving pupils in evaluating their own progress and ways of learning and in setting their targets for improvement. Parents recognise and appreciate the outstanding care and support. As one parent said, 'There is an ongoing dialogue between school and home as we work together to achieve the best for our children.'

## **Leadership and management**

### **Grade: 2**

The headteacher has established strong relationships with staff, parents and governors in a relatively short period of time and there is a strong commitment to ensure pupils continue to enjoy school and show real enthusiasm for learning. Overall, staff and governors know how well the school is doing, and their self-evaluation is accurate. There is a clear understanding of what the school needs to do to further improve and a good capacity to bring these improvements about. The school uses data well to check its own performance and a robust monitoring system is in place to evaluate the quality of teaching and learning. Because too much responsibility for monitoring the school's performance falls on the headteacher and her highly competent deputy, there is insufficient detailed scrutiny of each subject area. Subject leaders are keen and conscientious. They have a sound overview of their subjects and areas, but they do not yet have the necessary skills to check standards and identify what can be done to address areas requiring further development. The governing body is strongly supportive of

the school and their monitoring role is increasing. They have a good picture of how well the school is performing. Parents hold the school in high regard and one comment was typical of many, 'I couldn't ask for a better school; no amount of money would pay for what Jessie Younghusband has got.'

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## 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>
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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>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

14 June 2007

Dear Pupils

Jessie Younghusband Primary School, Woodlands Lane, Chichester PO19 5PA

Thank you for the very warm welcome you gave me when I visited your school. You certainly seem to be very happy and it was good to hear how you enjoy your work and all the extra activities in which you are involved. I think your school gives you a really good education and is working hard to make it even better.

- These are the things I liked best:
- You behave very well and are really keen and enthusiastic about your learning.
- You are all doing very well in English and mathematics and science.
- You take very seriously the importance of eating healthily at school and taking physical exercise – during play on the trim trail, as well as in PE lessons.
- Teachers make learning fun for you, and you know how to improve your work from marking and target setting.
- You have a varied curriculum and the special activities arranged to enhance it are excellent. Your work from the Australian Arts week is stunning.
- The teachers and staff take excellent care of you while you are in school.
- Your headteacher, deputy headteacher and governors lead the school very well and are very keen to make it even better.
- I think that a very few things could be even better:
- You do well in mathematics, but sometimes have a few problems applying your knowledge.
- Teachers responsible for specific subjects need to be more involved in judging how well you are doing so that they can help make decisions as to how the school could be even better.

I am glad you enjoy your school and hope you will continue to work hard.

Very best wishes

Mrs Christine Huard Lead inspector