



West Wittering Parochial Church of England School

Inspection Report - Amended

Unique Reference Number 126000
Local Authority West Sussex
Inspection number 293428
Inspection date 28 September 2006
Reporting inspector Kathryn Taylor

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

Type of school	Primary	School address	Pound Road
School category	Voluntary controlled		West Wittering
Age range of pupils	4-11		Chichester PO20 8AJ
Gender of pupils	Mixed	Telephone number	01243 513015
Number on roll (school)	104	Fax number	01243 513452
Appropriate authority	The governing body	Chair	Trevor Tupper
		Headteacher	Janice Coomber
Date of previous school inspection	25 February 2002		

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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small village school. The majority of pupils are from White British backgrounds and have English as their first language. The proportion of pupils identified as having learning difficulties is above average. Socio-economic circumstances are very mixed, but generally favourable. The headteacher was appointed to the school in September 2005.

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 an improving school that rightly judges its overall effectiveness as satisfactory. Children make a good start in Reception because arrangements for settling them into school are very good, and staffing levels are high, ensuring children get lots of individual support and attention. Activities are well planned to cater for children's age and interests, and good use is made of outdoor learning.

The school has a very strong family atmosphere and works well with parents and carers. Parents are very supportive of the school, have very positive views of it, but also recognise that a few improvements are needed. For example, they note that occasionally pupils are not sufficiently challenged. Pupils behave very well and have very good attitudes to school. Their personal development is promoted well through a broad curriculum, the wide range of after-school activities, pupils' involvement in the local community and good standards of pastoral care.

Pupils make satisfactory academic progress during their time in the school. Pupils with learning difficulties make good progress because their needs are identified promptly; they receive well-directed support and all aspects of provision are well led and managed. Standards in English, mathematics and science are average. They show some year-on-year variations, which is not unusual in small schools. Nevertheless there are some weaknesses in pupils' attainments, which are being addressed, such as weaknesses in the development of more advanced reading skills, and their skills in applying mathematics and scientific knowledge to problem solving and investigations. Teaching and learning are satisfactory, but marking does not provide enough guidance to pupils about how to improve their work, and pupils are not given enough responsibility for reviewing their learning and setting themselves new targets. Leadership, management and the school's capacity to improve are satisfactory. The school runs smoothly on a day-to-day basis. The headteacher provides a very clear direction. She has brought about rapid improvements during the past year, putting many systems into place that provide a firm foundation for the school to build on. Nevertheless, subject leadership, although improving, remains weak, as it was at the time of the last inspection. This limits the staff's involvement in school self-evaluation and planning for improvement.

What the school should do to improve further

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- Ensure that subject leaders take on more responsibility for checking pupils' progress and standards and determining where improvements are needed.
- Address weaknesses in pupils' attainments by increasing the opportunities for pupils to learn more advanced skills in reading, and to apply their mathematics and scientific knowledge to investigations and problem-solving activities.
- Provide better guidance to pupils through marking and by involving them in reviewing their learning and setting new targets.

Achievement and standards

Grade: 3

Standards are average and achievement is satisfactory. Over the past few years, test results for pupils aged seven and eleven have generally been above average. Those at age eleven in 2006 dipped significantly, and were well below average, because the Year 6 group last year was weaker overall than in previous years. Although efforts were made to boost pupils' attainments during their time in Year 6, the school's targets were not met. It is, however, unclear why such high targets were indeed set.

Pupils make satisfactory progress during their time at the school, but this has not necessarily always been consistent year on year. During the past twelve months, improved assessments and better tracking of all pupils' progress have enabled the school to highlight some general areas of weaknesses in pupils' attainments and progress that are now being tackled. Pupils with learning difficulties make good progress in relation to their capabilities, as a result of the good additional support, combined with that provided in class.

Personal development and well-being

Grade: 2

Both pupils' personal development and their spiritual, moral, social and cultural development, are good. Pupils are friendly and polite, behave very well and act very responsibly. Relationships between pupils are very good and older pupils support younger children particularly well. Attendance has improved in the past two years and is satisfactory. Pupils told inspectors they really enjoy school and find many of the activities interesting and fun. They make a good contribution to the school through day-to-day activities. They regularly contribute to charities, the church and to the local and wider communities. Pupils do not have enough opportunities to take responsibility for their learning and identifying how they might improve their work.

Pupils develop a good understanding of their own culture and a secure understanding of other cultural traditions. Discussions with pupils show they have a very good understanding of healthy lifestyles. This is also reflected in the choices they make about snacks and lunches, and their active participation in physical and sporting activities. Pupils understand how to stay safe. They say that disputes and cases of bullying are very rare and are quickly resolved. Pupils' very good attitudes and their competent basic skills prepare them well for secondary school and future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. School records and inspection evidence show strengths in teachers' subject knowledge, classroom organisation, planning and use of information and communication technology (ICT). Teaching assistants are deployed well to support pupils' learning and relationships with pupils are very good. Weaker aspects relate to some lack of challenge in a few lessons, missed opportunities to explore pupils' ideas and mistakes, the teaching of more advanced reading skills, and the application of scientific and mathematical knowledge to independent tasks. Teachers regularly assess pupils' progress. However, marking does not do enough to explore pupils' mistakes, or provide feedback about what pupils need to practise and improve on.

Curriculum and other activities

Grade: 2

The curriculum is good and enrichment is very good. Curriculum plans have been revised to address the identified weaknesses in pupils' attainments. The curriculum is now well planned and ensures relevant links are made between subjects. In addition, French is taught in all classes, pupils have daily swimming lessons in the summer months, and all pupils in Year 2 are to be taught to play the recorder. Provision for ICT is good, and this has improved very well since the last inspection. Many pupils participate in the wide range of after-school clubs. They regularly visit museums, environmental centres and other local places of interest. The provision for pupils with special educational needs is good, and that for gifted and talented pupils is satisfactory.

Care, guidance and support

Grade: 3

Although personal support for pupils is very good, those weaker aspects of teaching, particularly feedback to pupils, mean that care, guidance and support are satisfactory overall. Staff support pupils' personal needs very well. Pupils are therefore very happy and feel confident in school. They say they feel safe and confident to approach any adult if they have a problem. Arrangements for ensuring health and safety and minimising risks are good, and the building is cleaned and maintained to a high standard. Vulnerable pupils are supported very well and the school makes very good use of links with parents, carers and external agencies in this regard.

Leadership and management

Grade: 3

The headteacher provides strong leadership and a very clear direction for the school and has achieved much in a relatively short space of time. She has been prompt to introduce systems to track all pupils' progress and to check and develop the quality of teaching and learning, in order to improve achievement. However, insufficient attention has been given to developing subject leadership since the last inspection. Subject leaders' role in monitoring provision and standards in their subject is still inadequate. This limits the usefulness of some of their action plans, and their involvement in the school self-evaluation process. Improvement since the last inspection, although uneven, is satisfactory overall. Governors know the school's strengths and weaknesses and support and challenge the school appropriately. Finances are managed efficiently and spending is clearly directed towards school improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
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

How well do learners achieve?	3
The standards ¹ 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	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	2
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	2

The quality of provision

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

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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

West Wittering School Pound Road West Wittering West Sussex PO208AJ

28 September 2006

Dear Pupils,

Thank you very much for making us welcome when we visited your school. We enjoyed talking to you. We found that your headteacher and the staff are working hard to make sure that the school is improving.

These are the things we especially liked about West Wittering School:

- Everyone who works in the school makes sure that you settle into school quickly and are safe, happy and well cared for.
- You are friendly and polite, get on very well together and really help one other. This really helps to make your school run smoothly.
- The staff provide many interesting activities during and after school. These help you to learn and to enjoy school, as well as to become fit and healthy.
- Some of you make good progress because of the extra help you receive.

These are the things that need to improve:

- The staff that have responsibility for subjects need look at all your work more often, to see what is working well and what might need to improve.
- To help you to make even more progress in English, mathematics and science, we want you to learn to use advanced skills in your reading, and carry out more problem-solving activities and investigations.
- We think your teachers should give you more information about what you need to do to improve your work. We also feel you can be given more responsibility for checking your own progress and setting yourself new challenges.

We would like to wish you lots of success in your future education.

With very best wishes,

Ms K Taylor Lead Inspector