

# Goring-by-Sea CofE First School

## Inspection report

---

<b>Unique Reference Number</b>	126045
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	293446
<b>Inspection dates</b>	26–27 June 2007
<b>Reporting inspector</b>	Juliet Ward HMI

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

---

<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–8
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Sims
<b>Headteacher</b>	Dawn Kearney
<b>Date of previous school inspection</b>	30 April 2001
<b>School address</b>	Mulberry Lane Goring-by-Sea Worthing BN12 4NT
<b>Telephone number</b>	01903 241175
<b>Fax number</b>	01903 505698

---

<b>Age group</b>	4–8
<b>Inspection dates</b>	26–27 June 2007
<b>Inspection number</b>	293446

---

© 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 one of Her Majesty's Inspectors and an Additional Inspector.

## Description of the school

The school is located in a largely residential area to the west of Worthing. The pupils come from diverse social backgrounds, with 39 per cent of pupils travelling from outside the school's designated area. Few pupils are eligible for free school meals. The percentage of pupils with additional learning needs is lower than found nationally; three pupils have a statement of special educational need. Most pupils come from White British backgrounds. The percentage of pupils whose first language is not English is lower than average. When children start at school, their attainment is broadly at the level expected for their age. The school is working towards the Healthy Schools Award and the Eco Schools Silver Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

'Since starting in Reception the school has exceeded my expectations in terms of my children's progress, well-being and quality of care.' This comment from one parent about her children is echoed by many others. This is a good school with many outstanding features that justifies its high reputation in the local community. The school has made excellent improvement since the last inspection through outstanding leadership and management and is extremely well set to improve still further. The headteacher leads the school exceptionally well, with high expectations of what all members of the school can achieve. She has a clear view of how to raise standards, and the effectiveness of her initiatives can be seen, for example, in the school's improved performance in the national tests over the last few years. The quality of teaching is good and pupils learn quickly as a result. Teachers make learning interesting so that pupils listen carefully and show an eagerness to get on with their work. There is some outstanding teaching but, occasionally, the tasks set for pupils are too easy or too hard.

Standards are significantly above average overall and pupils' achievements are good. Children make a strong start in Reception, where the provision is outstanding and most children reach and a good number exceed the expected goals by the end of the Reception year. Pupils continue to make good progress in Years 1 and 2, resulting in standards that are well above the national average in English, mathematics and science by the end of Year 2. This good progress not only continues but it also accelerates in Year 3.

Pupils' personal development and well-being are outstanding. Their behaviour is exemplary because that is what teachers expect of them. They show a great deal of respect for others and take on responsibility readily. Attendance is only satisfactory because too many parents take their children out of school to go on holidays. Pupils enjoy school, as illustrated well by one parent who commented, 'When I asked my daughter if she liked school she said, No! I love school.' Pupils appreciate the exciting, well-planned curriculum that provides an excellent balance of academic work and activities to teach them how to live healthy lives and be a good member of the school and local communities. Pupils feel safe at school because of the outstanding care, guidance and support provided. Parents value this aspect of the school's work highly and say how well all adults help their children when they are worried or upset. As one parent observed, 'My children have been nurtured in a caring, Christian environment for the past four years at Goring.'

### What the school should do to improve further

- Ensure that the tasks set for pupils are always at exactly the right level so that all teaching is as effective as the best.

## Achievement and standards

### Grade: 2

Boys and girls attain impressive results in English, mathematics and science in the national tests at the end of Year 2 and standards are well above average. Following a dip in standards in the 2003 tests at the end of Year 2, the staff secured much improvement. The positive trend in improvement since the previous inspection has been achieved through rigorous analysis of pupils' progress by the leadership and well-focused attention on tackling any inkling of underachievement. Pupils' achievement is good and they rise to the substantial challenges set

by their teachers. Because pupils experience some occasions when tasks are not closely matched to their needs, they do not always achieve as well as they should in all lessons.

Children in the Reception year achieve well and develop good skills and understanding which equip them effectively for work in Year 1. Their progress is carefully monitored and the transition into Key Stage 1 is very successfully managed to sustain the children's good start. Throughout the school, the more able achieve well, spurred on by challenging targets. Those with additional learning needs receive much focused help and this enables them to make significant strides in meeting their targets. Pupils at early stages of learning English thrive on the support they are given and do well.

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

### **Grade: 1**

Pupils' personal development is outstanding, including the spiritual, moral, social and cultural aspects. They show strong commitment in the daily acts of worship, eagerly joining in discussions, hymns and prayers. The high quality of their artwork shows their strong creative response to a stimulating curriculum. Standards of behaviour are excellent. Pupils respond quickly to instructions, persevere with difficult tasks and willingly take on classroom duties. Their listening is often impressive during instruction. There has been an excellent improvement in their cultural understanding since the previous inspection, reflecting the school's sensitive planning that draws on the festivals of other religions and pupils' differing home backgrounds. They have a developing awareness of global interdependence with strong links with Africa. Playtimes are happy and energetic.

Pupils have a good understanding of healthy lifestyles and show concern for the welfare of others. They are very proud of their school and keen to take on responsibilities from the wide range on offer. By Year 3 they show considerable maturity. Their excellent work habits and good standards of basic skills promise very well for their future success in the wider community. Parents agree whole-heartedly that their children enjoy school and are keen to learn.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Consistently good teaching, from Reception to Year 3, explains why pupils learn so quickly; and some lessons are outstanding. A significant strength in many lessons is teachers' high expectations of pupils' work. This is communicated in a way that motivates pupils and gives them a pride in their achievements. This was seen to good effect, for example, when Year 3 pupils discussed in great depth how to find information on the Internet for their projects. Teachers make lessons interesting by using a variety of approaches and exciting resources, including large computer whiteboards that pupils find fascinating. In the Reception year there are excellent features to the teaching that develop children's independence as well as promoting consistently good learning.

Teachers work well with teaching assistants to ensure pupils are provided with work which matches their individual needs. Occasionally, however, tasks set are too hard or too easy and pupils' learning slows. Lessons are well structured, and most are well paced and have a clear purpose. Older pupils comment that 'lessons are really interesting and the topics are brilliant' and say they enjoy learning.

Pupils with learning difficulties and/or disabilities make good progress overall, and make very good progress in the intervention groups because of the excellent support they receive. A further significant strength is the level of challenge provided for the more-able pupils.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum from the Reception year to Year 3 is outstanding. There have been significant improvements to the curriculum since the previous inspection. In the Reception Year, well-planned activities effectively blend independent learning with activities that are led by the teacher. Pupils now have good skills in information and communication technology, with examples of excellent work as a result of the wealth of opportunities provided in this area. The recent emphasis on linking subjects through stimulating topics has had a strong impact on learning. This results, for instance, in high quality art work and imaginative writing. At the same time, standards in basic skills have continued to rise because their development is carefully planned into all subjects.

The support for those pupils with learning difficulties or at an early stage of learning English is good overall and excellent when they are withdrawn for intensive support. Special interest days and weeks are used very effectively to deepen pupils' experiences, for instance, of other cultures. Homework tasks have a strong impact on learning. Older pupils greatly enjoy the challenging activities on their residential visit. The range of clubs and after-class activities is wide and very popular. As one parent commented, 'We appreciate the large range of after-school activities available to our children; the art club is a big hit with our daughter.'

## **Care, guidance and support**

### **Grade: 1**

The level of care is outstanding, reflecting the very strong relationships between adults and children found throughout the school. There is a strong sense of a family community in which individuals are valued and nurtured. Pupils' views are listened to, giving them a real voice in the development of the school. Child protection procedures are well understood by all staff. Pupils say they feel safe and cared for. Their academic progress is tracked closely and the information gained is used very effectively. Pupils with learning difficulties or at an early stage of learning English are given intensive extra help. Annual reports give parents detailed information on their children's personal development and academic progress and this contributes to a real partnership between home and school in supporting pupils. One typically appreciative parent said, 'We have watched our son change into a confident and happy child who is no longer frightened to try.'

## **Leadership and management**

### **Grade: 1**

Parents say that this school is led exceptionally well and inspectors agree. Factors which contribute to the outstanding leadership and management include the visionary headteacher who inspires her staff and the intense focus on meeting the needs of individuals. All staff are clear about the school's strengths and areas for development because of rigorous self-evaluation. Priorities are sharply focused and staff are held to account in meeting challenging targets. All managers play a significant role in raising standards.

The school complies with all requirements, including those in racial equality legislation. Governors play a very good part in checking on the school's work and contribute to the continually improving provision and the many high quality features that ensure that all pupils succeed. Overwhelmingly parents commented that 'the headteacher and all staff are to be commended for their personal commitment to ensuring our children grow personally and academically.'

**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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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>	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	1
The capacity to make any necessary improvements	1
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	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
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>	1
<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
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	1
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**

28 June 2007

Dear Girls and Boys

Inspection of Goring-by-Sea C of E First School, Worthing BN12 4NT

I am writing on behalf of the inspection team to let you know what we found out about your school. Thank you for taking part in the inspection by talking to us about your work, your life in school and all you do.

- We think your school is a super school with some things that are really outstanding.
- The headteacher and your teachers make sure all their decisions make school life and your learning better. You play an important part in improving the school and your ideas are acted upon.
- You really enjoy coming to school and you achieve well, particularly because your teachers make the lessons lively and use lots of interesting resources such as interactive whiteboards. Your project books are very impressive and we agree you should be very proud of them. You are cared for very well, and your teachers and support staff all make sure they help you when you have problems with some of your work or any other worries.
- You behave in a very sensible and mature way around the school and in lessons.
- The overwhelming majority of you and your parents are very happy with the school and all it offers. Many of you take part in the superb range of extra activities, and the pupils in Year 3 loved going away to Lodge Hill for three days.

We kept our fingers crossed that it wouldn't rain for your sports afternoons and really enjoyed watching you all have such fun in your races.

We had a very enjoyable time at your school. To make your learning even better we have asked your teachers to always give you work that you find challenging, but not too hard!

With best wishes

Juliet Ward Her Majesty's Inspector of Schools