

# Sidlesham Primary School

## Inspection report

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<b>Unique Reference Number</b>	125853
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	315329
<b>Inspection date</b>	5 December 2007
<b>Reporting inspector</b>	Diane Wilkinson

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	131
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Scott
<b>Headteacher</b>	Stephen Rackstraw
<b>Date of previous school inspection</b>	9 February 2004
<b>School address</b>	Keynor Lane Sidlesham Chichester PO20 7NL
<b>Telephone number</b>	01243 641238
<b>Fax number</b>	01243 641008

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Sidlesham is a small village primary school. Pupils are organised into mixed age classes. An increasing number of pupils live outside the local area. The pupils' attainment on entry to the school is broadly at the level expected for their age, although it fluctuates and is below average in some years. The proportion of pupils joining or leaving the school at different times during their primary education, and notably in last year's Year 6, is higher than in most schools. The proportion of pupils with learning difficulties and/or disabilities and the proportion of boys and girls varies significantly in different year groups. A few of the small number of pupils from minority ethnic groups speak English as an additional language.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Sidlesham is a good and improving school where pupils achieve well and standards have risen consistently over the last three years. The systems for checking how well the school is doing are good. The school's self-evaluation is accurate, though modest, and it knows where further improvement is needed. Senior leaders are effectively driving forward improvement and are well supported by staff and governors. As a result, the school is well placed to improve further.

The profile of pupils has changed considerably since the last inspection and, in the past, the school had been slower in adjusting to the growing number of pupils with learning difficulties. However, over the last two years much has been done to meet the needs of all groups of pupils. As a result, those who have learning, language, behaviour or physical needs achieve as well as their classmates. Progress throughout the school is good and, by the end of Year 6, standards are above average. Given their average starting points, this represents good progress. The school is working hard to help standards rise further and is increasing the number of pupils reaching the higher levels in national tests. Standards are better in English and science than in mathematics because pupils are not yet proficient in using their mathematical skills in a range of different situations.

The school takes excellent care of pupils and their welfare is at the heart of its ethos. As one parent commented, 'The children all respond to this caring environment, created by the headteacher and his staff, with a joyful contentment and thirst for knowledge.' Partnerships with other agencies are very effective. Pupils with physical disabilities and those at risk or who have significant emotional or social needs are exceptionally well supported. The school counsellor plays a particularly strong role in supporting pupils' welfare and behaviour. Both pastoral and academic support and guidance are good. Pupils are becoming increasingly involved in checking how well they are doing. Strengths in the level of care and support result in pupils' good personal development. Of particular note is their outstanding behaviour and the very good relationships seen throughout the school. Pupils enjoy school, especially the many opportunities they have to take on responsibility. Attendance levels have risen and are above average.

Teaching and learning are consistently good. A whole-school approach to lesson planning means activities are interesting and challenging. Lessons are characterised by pupils' excellent behaviour and the many opportunities given to discuss their work with their teacher or partner. Much has been done to improve the English curriculum so that tasks meet pupils' needs well. An especially strong feature is that way that pupils are inspired to write creatively and in a range of styles. Improved mathematics planning gives pupils more problem-solving opportunities, although the full effect on standards has yet to be seen. The curriculum is satisfactory overall because pupils do not have enough opportunities to use their information and communication technology (ICT) skills to support learning.

## Effectiveness of the Foundation Stage

### Grade: 2

Close links with the local playgroup help children to get off to a good start and they enjoy learning. The good provision is well led and managed. Children make good progress because of the good teaching and curriculum. By the end of Reception, their skills are above expectations. The classroom, shared with some Year 1 pupils, is well organised and stimulating. Opportunities to develop children's independent and physical skills are good. Classroom assistants provide

effective support, especially when working with small groups. Children's personal and social development is good and this is seen in their excellent behaviour. They often work responsibly for a long time engrossed in their tasks. Very effective assessment helps staff to keep a careful check on children's progress and move them on quickly to the next stage.

### **What the school should do to improve further**

- raise standards in mathematics and ensure pupils have a greater range of activities for using their skills in 'real life' situations in mathematics and in other subjects
- give pupils more opportunities to use their ICT skills to help their learning in other subjects.

## **Achievement and standards**

### **Grade: 2**

The school's effective assessment and tracking records clearly indicate that, across the school, pupils achieve well. Progress in writing has accelerated over the last two years due to the improved teaching and curriculum.

Children get a good start and standards are above expectations by the end of Reception. Currently, Year 2 pupils attain average standards, which represents good progress from the time they started in Year 1. By Year 6, standards are above average. They are better in English due to improved standards in writing and also in science because pupils are skilled at investigating how and why things work. Standards in mathematics are around average as pupils are not so competent in using their numeracy skills in different situations.

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

### **Grade: 2**

Pupils' moral and social development are especially good as their excellent behaviour supports learning particularly well. In lessons, pupils pay good attention to their teachers and work hard. Pupils enjoy school and like their teachers very much, and one parent wrote, 'My son always comes home happy and full of enthusiasm, great to see!' Pupils are adamant that no bullying takes place. They are confident that they can approach any adult if they are worried about anything and feel very safe and secure in school. Pupils' knowledge of how to keep themselves safe and the importance of healthy eating and regular exercise is good. They play an effective part in school life and enjoy taking on responsibility through their work as a school or class councillor, or as a monitor. Pupils develop confidence and self-esteem as they progress through the school and are increasingly aware of their responsibility towards others, regularly raising money for different charities. Pupils work well together and use their good literacy skills in many ways. However, preparation for their future life is only satisfactory as further development is needed in learning to use their numeracy and ICT skills in a range of different situations.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

A strong feature of teaching is the consistent approach seen throughout the school. This is the result of the very effective system in place for monitoring and developing teaching and the staff's commitment to helping pupils do their best. Good attention is paid to the different ages and ability in each class so that work is well matched to the stage at which individual pupils are working. In this, classroom assistants give good support, particularly when working with

groups of pupils. A growing strength of lessons is the way that pupils are helped to recognise what they need do to succeed, and the challenging targets teachers set to help them do even better. Pupils' concentration in lessons is very good as the interesting activities planned enthuse and motivate them to work hard. Not enough use is made of ICT to help pupils' learning, particularly when researching topics in subjects like history or geography.

## **Curriculum and other activities**

### **Grade: 3**

Much has been done over the past two years to develop a curriculum that is well matched to pupils' needs and interests. This has been particularly successful in English. The significant improvement in writing activities has resulted in pupils' enjoyment of English lessons and their enthusiasm for writing. Recent developments in the mathematics curriculum provide pupils with more opportunities to use their numeracy skills in problem solving, although it is too soon to see the full effect on standards. The school recognises that insufficient opportunities are planned for pupils to use their ICT skills in a range of subjects and this is a current development priority. The school grounds and sports hall help provide an effective range of different learning opportunities and pupils enjoy the well-organised after-school clubs.

## **Care, guidance and support**

### **Grade: 2**

In this very caring school, pupils are exceptionally well looked after. The support for pupils with the greatest needs is excellent. The school counsellor contributes especially well to pupils' care and support. The very effective partnerships with other agencies help support pupils' learning and well-being especially well. Child protection and safeguarding systems are robust and ensure that pupils are very safe in school. Very effective systems help promote good behaviour and hard work. Pupils very much enjoy the reward assemblies when they receive certificates. Pupils are set challenging improvement targets and staff are very good at inspiring pupils to try to achieve them. Good advice and support is increasingly helping pupils to do well, especially in English where their involvement in assessing their own and other pupils' work is excellent. This approach is less evident in other subjects.

## **Leadership and management**

### **Grade: 2**

Very good teamwork amongst all staff and governors is a strong feature of the school's work. As a result, all are working towards the goal of continually improving the quality of provision. Although improvement has been slower in the past, it has accelerated over the last two years and is now good. The systems for monitoring the school's work and pupils' progress are successfully pinpointing weaknesses. Effective plans are put in place to address them, although the school recognises that still more needs to be done and is modest about its success. The very good system for monitoring and developing teaching has been instrumental in ensuring that teaching is consistently good throughout the school. Development planning is good and effectively ensures that success is judged in terms of improvements in pupils' progress. The senior leadership team works very well together in setting the direction for school improvement and governors are especially good at challenging the school to become even better. Both governors and staff with subject responsibilities play an effective part in monitoring and supporting school development.

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## Annex A

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

### Achievement and standards

How well do learners achieve?	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

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

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

<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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

6 December 2007

Dear Pupils

Inspection of Sidlesham Primary School, Chichester, PO20 7NL

Thank you for welcoming us to your school. We were especially impressed by your behaviour and the way you enjoy school. We think your school is good and are delighted that you and your parents agree.

- Here are some of the things we found out were good about the school.
- You work hard in lessons, make good progress and standards are above average by the end of Year 6.
- Those of you in Reception get off to a good start.
- You do well in your personal development. Your behaviour is excellent, you get on well with each other and are good at taking on responsibility.
- Teaching is good in all classes. In lessons, you are very good at listening to your teachers and discussing things with each other.
- We were especially impressed by how good you are getting at checking on your own work, particularly in English.
- Staff take excellent care of you and give you good advice on how to improve your work.
- Your headteacher, staff and governors are working well together to help your school improve even further.
  
- Here are some of the things we would like to see improved.
- For your teachers to help you to do as well in mathematics as you do in English and science and help you to use your mathematical skills in practical ways across a range of subjects. You can help by always trying your very best.
- Your teachers need to give you more opportunities to use computers to help you learn.

Thank you again for all your help and good luck for the future.

Yours faithfully

Diane Wilkinson Lead Inspector