

# West Chiltington Community First School

## Inspection report

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<b>Unique Reference Number</b>	125859
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	315333
<b>Inspection date</b>	21 May 2008
<b>Reporting inspector</b>	Michael Barron

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>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	174
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pam Jones
<b>Headteacher</b>	Gail Vickers
<b>Date of previous school inspection</b>	16 March 2004
<b>School address</b>	East Street West Chiltington Pulborough RH20 2JY
<b>Telephone number</b>	01798 813319
<b>Fax number</b>	01798 815120

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues. • Standards and achievement throughout the school, especially in Year 5. • The quality of teaching and learning in all year groups. • The quality of care, guidance and support for pupils. • The quality of pupils' personal development and well-being, especially regarding pupils' understanding of the multicultural nature of modern British society. The inspector gathered evidence from discussions with pupils, staff and a representative from the governing body, observations of teaching and of pupils at work and at play, scrutiny of school documentation and self-evaluation, samples of pupils' work and an analysis of parent questionnaires. Other aspects of the school's work were not inspected in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a smaller than average first school situated in a village to the east of Pulborough. Most pupils live within the local area and nearly all are White British. The proportion of pupils with learning difficulties and/or disabilities is similar to the national average, although the percentage of pupils with statements of special educational needs is below average. Children enter school at the age of four broadly attaining the levels expected for this age group, although their communication and language, and social skills are often below average. There has been a high turnover of teachers in the last two years and several newly qualified teachers have joined the teaching staff. The school's accommodation has been extended since the previous inspection with the addition of a new school hall and a community room.

## 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. It has a welcoming and inclusive ethos and provides a good education for pupils, preparing them well for the next stage of their education. It is well led and managed by an enthusiastic headteacher who provides very clear vision and direction for the school. She works well with governors and staff to ensure that the school regularly analyses and evaluates its performance in order to identify and implement improvement strategies where needed. As a result, the school has made good progress since the previous inspection, for example, in improving both provision and standards in information and communication technology (ICT), and demonstrates a good capacity to improve in the future. Parents are proud of the school. 'We feel privileged to live in a village with such a wonderful school', being typical of the many positive comments in parents' questionnaire replies.

The quality of teaching is good. It is outstanding in the school's Reception class and ensures children in the Foundation Stage make outstanding progress and attain above average standards in all areas of learning by the time they enter Year 1. Teaching is consistently good throughout the rest of the school and serves the needs of all pupils well, enabling them to make good progress in all year groups. As a result, by Year 5, standards are above average and pupils are on course to meet the challenging targets set for them in English, mathematics and science.

The school has developed an effective curriculum that links subjects together well. During discussions with pupils it was evident they are keen on this approach to learning. Several stated that they like being able to develop their writing skills in other subject areas and that this is helping them to really enjoy lessons such as literacy, ICT and art. Pupils achieve good standards in these areas and use their literacy, numeracy and ICT skills to promote their learning well in all other subjects.

Pupils really like school and their attendance is above average. As one older pupil put it, 'It's fun here and there are lots of things to do.' Pupils are keen to learn and describe their school as a friendly place. The quality of pupils' spiritual, moral, social and cultural development is good overall and aspects such as moral and social development are strengths. This is reflected in pupils' excellent behaviour, their politeness and their good community spirit. Pupils of all ages play well together and say that they feel very safe and well looked after. Pupils know there is always someone to turn to if they have a problem. They make sensible and healthy food choices at school. The school has a wide-ranging and popular extra-curricular sporting activities programme. As a result, pupils do a good job of keeping themselves fit. A variety of visitors to the school, regular theme weeks and visits to places of interest, including residential trips, very effectively builds up pupils' knowledge of the wider world. However, their appreciation of the multicultural nature of modern British society is quite limited and not as well developed as other aspects of their cultural education.

Teachers are enthusiastic and are good at using a variety of approaches to make sure pupils work hard. For example, they use interactive whiteboards well to reinforce basic skills and to make learning interesting and enjoyable for the pupils. As a result, all pupils achieve well. However, very occasionally lesson introductions are overlong so that a small minority of pupils struggle to maintain their concentration. Pupils say they look forward to lessons, especially when they involve practical work. They say that teachers are approachable and friendly. As one pupil put it, 'I like school because teachers are nice and always help you with your work.' Good quality teaching assistants have a very positive impact on pupils' learning and they work very

well with class teachers to make sure pupils needing help are always very well supported and make the same good progress as other pupils.

The school provides a good level of care, guidance and support for pupils and this is the basis for their good personal development and well-being. There is a pleasant atmosphere about the school. Parents are very positive in their appreciation of the caring way the school looks after their children and comment about the 'warm and stimulating environment' the school provides for pupils. Good induction and transfer arrangements help pupils settle quickly into new routines. Pupils' health and well-being are securely safeguarded and child protection procedures meet current government requirements. Teachers and teaching assistants work well together to ensure that pupils requiring extra help, especially those with learning difficulties, are effectively supported and make the same good progress as other pupils. The school has developed and implemented good procedures to track pupils' progress and to set challenging targets for improvement. However, many pupils do not have a clear understanding of what their learning targets are in either mathematics or English. In addition, the teachers' marking does not always give pupils a firm idea of how to improve their work.

The governing body offers a good level of support and challenge to the school and fulfils its statutory duties effectively. Staff and governors have built up good relationships with parents, who are very proud of the school. However, a small minority do not think that the school takes account of their views. Links with external agencies are good and used well by the school to support learning, particularly for pupils with learning difficulties.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The words of one parent summed up the outstanding quality of provision in the school's Reception class. 'Our son has thrived in Reception where teaching and care is superb and every detail thoroughly thought through.' Entering the Reception class is like walking into a hive of activity with the buzz of enthusiastic children thoroughly engaged in their work. The classroom is full of colour and provides a stimulating learning environment. It is an exciting, vibrant place where children say they feel very happy and safe. The teacher works very effectively with her teaching assistant and other adult helpers. They ensure that lessons provide a well balanced blend of opportunities for children to learn independently or with adult direction. Recording of children's progress is very thorough and used exceptionally well to plan future work. Lessons often make excellent use of role-play and real life situations in order to capture children's imaginations and so add to their enjoyment of learning. Staff work very effectively to ensure there is always a strong emphasis on the development of children's speaking and listening skills. Children make very good progress in developing their language and social skills because of outstanding teaching which caters exceptionally well for the needs of all, regardless of their abilities. Progress in personal, social and emotional development is excellent and parents appreciate the care and support their children receive. Children are happy to share and to take turns, whilst joining in lesson activities with enthusiasm. A further range of interesting activities, both indoors and outdoors, ensures children exceed expectations in all areas of learning by the time they enter Year 1.

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

- Ensure that all pupils are aware of their individual learning targets and that teachers' marking consistently provides pupils with effective guidance about how to improve their work.

- Increase pupils' awareness and understanding of the multicultural nature of modern British society.



## 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	1
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	1
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	2

### 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?	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

21 May 2008

Dear Pupils

Inspection of West Chiltington Community First School, RH20 2JY

Thank you for welcoming me to your school. Everyone was really friendly, which made me realise why you like your school so much. I enjoyed talking to some of you about your favourite activities and seeing you all working in lessons. I especially enjoyed the time I spent in the Reception class, which I thought was outstanding. I also enjoyed watching the Year 5 class assembly which was very well presented.

Here are some of the things I particularly like about your school.

- Yours is a good school which gives you a strong start to your education.
- Good teaching ensures that you progress well throughout the school.
- Your behaviour is excellent and you are very polite and mature young people.
- Your personal development is good and you know why it is important to eat healthily and exercise as often as you can.
- The quality of care and support you receive from the school is good.
- Your headteacher, staff and school governors are working well to make sure that your school continues to improve in the future.

I believe your headteacher and teachers can do something to make your school better and I have asked them to do these things.

- Make sure that you all know what your learning targets are, especially in English and mathematics.
- Make sure that when your teachers mark your work, they always give you ideas about how you can improve.
- Help you to find out more about the customs and traditions of people living in this country who are from different cultural backgrounds than your own.

You can help your school to get even better by continuing to work hard.

I wish you the very best for the future.

Yours sincerely

Michael Barron Lead inspector

21 May 2008

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Lead inspector