

Funtington Primary School

Inspection report

Unique Reference Number	125830
Local Authority	West Sussex
Inspection number	328406
Inspection date	8 July 2009
Reporting inspector	Joan Lindsay

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	103
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ray Knight
Headteacher	Joy Arrowsmith
Date of previous school inspection	27 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Heather Close West Ashling Chichester PO18 8DR
Telephone number	01243 575675
Fax number	01243 576030

Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated:

- what the school is doing to improve achievement and standards by the end of Year 2
- what is being done to close the gap in standards between writing and reading throughout the school.

Evidence was gathered from analysis of the pupils' progress, scrutiny of the current standards of their work and observations of lessons. Discussions were held with pupils, the headteacher, other leaders and managers, and a governor. The Ofsted parent questionnaires were also analysed. Other aspects of the school's work were not investigated in detail but the inspectors 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 small village school. Early Years Foundation Stage children are taught in a Reception class. The majority of pupils are of White British heritage and there are very few from minority ethnic groups or at the early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, is about average. The great majority of those pupils have moderate learning difficulties. Very few pupils have free school meals. There is a relatively high turnover of pupils as families move in and out of the area.

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. There are some outstanding features, such as the way pupils are encouraged to relate to each other and become mature, confident young people. The school's pastoral care is also outstanding. The school works very well in partnership with others, such as parents, who are generally very positive about the school and particularly how happy their children are. Several stated that their children love school and this is reflected in good levels of attendance. The parent teacher association has done much in the way of fundraising to improve the accommodation, such as the splendid new library that is encouraging pupils' love of learning.

Children enter school at levels that are slightly above what would be expected for their age, although there are wide variations from year to year as the number of pupils who are in each year group is relatively small. Generally, however, their skills in writing are relatively weak. Children make rapid progress in the Reception class and so most move on to Year 1 at levels that are at least in line with, and often above, what is normally expected for their age. Their personal, social and emotional development is particularly strong and they have a well developed vocabulary and good reading skills. Progress and pupils' achievement in Key Stage 1 is satisfactory and pupils reach standards that are average overall and above average in reading. Pupils in the current Year 2 have made satisfactory progress but results have been hampered by high pupil mobility and several unavoidable changes in teaching staff. Standards in writing and mathematics are not as high as in reading but the school is now extending strategies that have been successful further up the school, to this age group. By the end of Year 6, standards have been declining from being well above average in 2006. However, after putting in various initiatives, such as more investigations in science, providing additional support in mathematics and a strong focus on developing writing skills, the results in 2009 show a great improvement. Standards are now above average and far more than the national average achieved the higher levels in English, mathematics and science. The wide gap between reading and writing has been significantly reduced and pupils achieve well in all subjects. Teaching is good and various strategies are used well so that different types of learners are catered for, with for example, good visual aids and the use of information and communication technology (ICT). Highly experienced teaching assistants also support learning well so that pupils with learning difficulties and/or disabilities progress as well as their peers. However, there is not yet a consistent approach to involving pupils in discussing and thinking about what they know and how they can improve.

The good, lively curriculum has been successfully adapted to raise standards at the end of Year 6 in writing, mathematics and science. Similar strategies are now filtering down to the Year 1/2 class, although, because of changes of staff, they have not yet had the same impact. The curriculum is enlivened further by a very wide range of clubs, including a cushion club and camera club as well as several sports clubs. A wide range of visits and visitors tie in with the topics being studied, such as a visit to Fishbourne Roman villa.

The personal development and well-being of pupils are outstanding. The recent introduction of a stronger focus on their social and emotional development throughout the school has had a very positive impact on relationships, and behaviour, which is outstanding. Pupils feel very safe and secure in school, bullying and racist incidents are very rare. Pupils of all ages really love coming to school, a view that parents wholeheartedly endorse. Pupils are very knowledgeable about how to lead healthy lives. Because they understand how to work well together, are given opportunities to be enterprising and have good key skills when they leave,

pupils are well prepared for the next stage in their lives. Their spiritual, moral, social and cultural development is good overall with the first three aspects very strong. However, pupils do not have a clear understanding of diversity in the United Kingdom beyond the school, because the promotion of cultural cohesion is satisfactory rather than good. Pupils have some knowledge of other faiths and are very sensitive to the needs of others through charity fundraising and discussing global issues. There are strong links with the village and church but pupils have not been taught enough about diversity in ethnicity and culture in the United Kingdom, or the difference in lifestyle in communities other than their own.

Care, guidance and support are good overall. Pastoral care is outstanding as all adults know the pupils extremely well and outside agencies are used very well to give specific support. Safeguarding procedures are robust. All pupils have full equality of opportunity. Academic support and guidance is good overall and marking generally helps pupils to improve. However, pupils are not always personally involved as much as they could be in understanding how well they have done and what they need to do to improve further.

Leadership, management and the school's self-evaluation are good. There is a strong sense of teamwork amongst all staff and governors, who fulfill their duties well. This is reflected in a joint commitment to improve standards in writing, mathematics and science throughout the school with everyone playing a part under the guidance of the subject leaders. Initiatives have had a strong impact on pupils' learning by the end of Year 6 but the school is not complacent and so there is a good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children settle quickly when they start in the Early Years Foundation Stage as there are excellent arrangements for them to get to know the set-up before they start. There is also a high adult-to-child ratio which not only helps children's learning but also fuels their sense of security. Children's welfare is given a high priority. There is an excellent focus on developing the personal, social and emotional skills and this helps children to become ready to learn and to work equally well in groups and on their own. Teaching is good and there is a good balance of child-led and teacher-directed tasks planned for in the curriculum. Changing topics keep children interested and make learning fun. For example, children bubbled with enthusiasm when role playing being pirates, drawing treasure maps and ships and entering wholeheartedly into their tasks so that they were learning through having fun. Children's progress is tracked well and the recent introduction of Learning Journals gives a clear picture of individual needs and successes. The outdoor area is well used and children have easy access which helps their independence. However, the outdoor activities do not always provide enough opportunities for children, and especially boys, to be encouraged to develop their writing skills, which are still relatively weak. Leadership and management of the Early Years Foundation Stage are good with the job effectively shared by the two teachers.

What the school should do to improve further

- Improve pupils' achievement and standards in writing and mathematics at the end of Year 2.
- Ensure pupils are fully involved in assessing what they have learned and know how to improve.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which learners adopt safe practices	1
The extent to which 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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	3
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

9 July 2009

Dear Pupils

Inspection of Funtington Primary School, West Ashling, PO18 8DR

Thank you very much for being so friendly and helpful when we visited your school, which is a good one. We enjoyed attending your lessons and assembly, chatting to you at lunch and playtime, and talking to the school council.

You obviously really love coming to school and achieve good results by the time you leave in Year 6, because of the good teaching and the successful way the school is led and managed. Your lessons are lots of fun. You are very clear about how to keep healthy and you feel really safe in school because all the adults look after you so well. Your behaviour is excellent and you all mix so well together because you are encouraged to think of others.

So that your school can continue to get even better, we have asked the teachers to improve the writing and mathematics skills of the pupils by the end of Year 2. Also, we have asked staff to involve you more in knowing what you have learned and show you how to improve even further.

You can help your school by continuing to behave so well and working as hard as you can.

Thank you once again for being so helpful and friendly, and best wishes for your future. Yours faithfully

Joan Lindsay

Lead Inspector