

# Northchapel Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	125846
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	328409
<b>Inspection date</b>	1 July 2009
<b>Reporting inspector</b>	Sheila Browning

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.

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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 (total)	58
Government funded early education provision for children aged 3 to the end of the EYFS	22
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Tatner
<b>Headteacher</b>	Claire Murphy
<b>Date of previous school inspection</b>	14 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Pipers Lane Northchapel Petworth GU28 9JA

<b>Age group</b>	4–10
<b>Inspection date</b>	1 July 2009
<b>Inspection number</b>	328409

**Telephone number**

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**Age group** 4–10

**Inspection date** 1 July 2009

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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 the following issues: how effectively the school is tackling weaknesses in pupils' progress in mathematics, especially in Years 4 and 5, exploring how well the needs of higher attainers are met, and evaluating how effectively leadership and management are promoting and sustaining school improvement.

Evidence was gathered from discussions with pupils, members of staff and governors, observations of teaching and learning, the views of parents, scrutiny of pupils' work and school documentation. 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 rural school. The school has provision for Early Years Foundation Stage in the on site Little Oaks pre-school and in a mixed Reception and Year 1 class. The proportion of pupils with learning difficulties and/or disabilities is well above average, many of these have behavioural, emotional and social, speech and communication and severe learning needs. Very few pupils are eligible for free school meals. The school was affected by the recent Rother Valley re-organisation from a three-tier to a two-tier system and experienced some changes to the numbers attending. It has also experienced staff mobility including at senior level. Recent staff appointments have ensured continuity and all posts are filled for next term. Numbers joining the school are the highest on record and in September the school will gain an additional year group, Year 5 will become Year 6 for the first time. Space is at a premium and provision for hot meals is due to commence in September.

## 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 is improving rapidly because of the inspirational leadership of the acting headteacher who is exceptionally well supported by governors and other staff. Governors challenge effectively and the school benefits enormously from their wide ranging expertise. Pupils achieve well because they thoroughly enjoy attending this school. They are actively involved both within the school and the local community. They are proud to be buddies, school councillors and associate governors. This is reflected in their exemplary behaviour and outstanding personal development and well-being. Many parents express their appreciation of this, one typical comment being, 'The school has a lovely family environment where every child is known personally to staff.' Links with parents and outside professionals are very strong and are beneficial to pupils' learning. Children get off to a good start and settle quickly in the Nursery and Reception because links between them are seamless. On joining, children's emotional and social development and their communication skills are much lower than those typically found for their age. Good teaching ensures they achieve well from their starting points to reach average standards by Year 1. Pupils build on this well so that by Year 2 they attain above average standards. School data and inspection evidence confirm that pupils including higher attainers have made good and, for some, outstanding progress. Pupils in Year 5 are well on track to exceed the levels expected for their age, this reflects good achievement. Due to the small number of pupils in each year group, standards on entry vary considerably from year to year, but the trend is close to above average. Care, guidance and support and the curriculum are good but also have some outstanding features. For example, exciting topic studies, improved extra-curricular opportunities and visits and visitors ensure learning is often stimulating and motivates pupils. In discussion, pupils enthused about when a Roman soldier visited 'in full gear', as they weighed and talked about grams and litres working out their recipe for 'Homity Pie'. As one child commented, 'We help to choose the topics too.' Children are encouraged to evaluate their work, which is helping raise standards. Younger pupils used 'thumbs up and down' to show they were confident using scales to record but were unsure about estimating amounts. Older pupils clearly understood the 'next steps' and their personal targets, and said teachers' marking was helpful.

The acting headteacher has applied a more thorough emphasis on improving pupils' basic skills. This has resulted in pupils making better progress than before in reading, writing and mathematics, while their strengths in science are being maintained. Pupils develop good literacy, numeracy and information and communication technology skills which stand them in good stead for the future. The particular focus to lift pupils' achievement in mathematics in Years 3 to 5 involved teachers' moderating work, and analysing gaps in pupils' knowledge and understanding. This has led to sharper planning and better teaching and learning. While this improving picture is still at early days, all indications are positive.

Staff work together as a collegiate team and those with specific responsibilities are developing their roles well. The monitoring and evaluation of teaching and learning is robust. Self-evaluation and procedures for setting challenging targets are effective and shared. Consequently, staff know what to do to improve and are held to account. These factors, rising standards and the strength of provision and good leadership and management overall confirm the school has a sustainable and good capacity to improve in the future. Staff and curriculum development benefit strongly from the Rother Valley locality of schools. Currently under review, the curriculum

is being modified to ensure it meets the needs of the future Year 6 and a single Reception Year next year.

Pupils show an excellent understanding of how to stay safe and healthy. They are certainly enthusiastic about the many sports clubs they participate in from swimming to street dancing. They take their responsibilities very seriously too whether as peer coaches helping younger ones or preparing a booklet about school for new children. They fund raise, and are very involved in the village, which partly promotes their understanding of community cohesion. The eco-team have organised a local shoe recycling centre and compost bins. However, their understanding and awareness of the range of cultures and beliefs in this country and globally is not as well developed.

Teaching is effective, staff prepare well and manage their mixed-age classes skilfully. Typically, teachers use good questioning skills to help pupils work out problems and become independent, as seen in a Year 4 and 5 lesson when pupils investigated different ways of recording data using laptop technology. Teaching usually takes good account of the wide range of ages and abilities in each class but the pace, rigour and challenge in lessons does not always optimise the progress all pupils could make. Information about pupils' progress is used well to identify individuals requiring additional support and or extension work. The strong and close links with external agencies and parents, and good quality individual learning programmes and support pupils receive, contribute significantly to their good progress.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The Early Years Foundation Stage is well led and provision and children's achievement are good. Transition and induction arrangements and partnerships with parents and the pre-school are all outstanding. 'Continuity from the pre-school to Reception is excellent,' commented one parent. Children really are nurtured and the attention given to their welfare is excellent. Pre-school children happily visit the adjoining Reception and Year 1 class and share many activities together, both indoors and out. By the start of Year 1, children make good progress and a significant number make outstanding progress in calculating. Teaching focuses well on developing children's social skills and positive relationships with others. Consequently, children are confident, happy learners. Staff focus on individual children or small group needs extremely well. Independent learning is given high priority and current weaknesses in language are being tackled well through selected texts and through role play. The 'fee, fi, fo, fum' area is enjoyed by all, whether dressed in role as Jack or the Giant, weighing magic beans, or rewriting stories about Jack and 'the horrible ogre who stomped back to his large house'. Though good, the outdoor learning space does not fully mirror the exciting learning environment inside and somewhat limits learning.

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

- Ensure teachers consistently challenge pupils through greater pace and rigour so they achieve in their basic skills even more highly.
- Raise pupils' awareness and understanding of the range of cultures and beliefs in this country and globally.



## 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?	1
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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<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 eliminated	2
How well does the school contribute to community cohesion?	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

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

1 July 2009

Dear Children

Inspection of Northchapel Primary School, Petworth, GU28 9JA

We very much enjoyed talking with you and seeing your work when we visited your school recently. We were highly impressed with your behaviour and politeness. We found you confident, friendly and very able to express why you thought your school was so good and we agree with you it is a good school.

- You make a good start in the pre-school and Reception.
- Your acting headteacher, other adults and you all ensure that school is happy -you told us how easy it was to make friends.
- You told us about the great range of activities and experiences you have.
- You have an excellent understanding of how to keep healthy and safe.
- We were impressed with how well you take on your responsibilities and how you are so involved in the village. Well done!
- Your acting headteacher has introduced many changes to help you improve your basic skills; these are making a big difference and are helping you to achieve even better than before so that your work is above average.
- The school works extremely well with parents and others to make sure you have the best opportunities to help you to learn.
- We hope the plans to test a wind turbine go ahead and that you get the chance to link up with the school in Africa you told us about.

We have asked your acting headteacher and other adults to do these things:

- Make sure teachers consistently challenge you at a faster rate to make sure you all reach your full potential in lessons.
- Help you to have a greater awareness and understanding of the range of cultures and beliefs of people in this country and in other countries.

You can help too by continuing to always do your best.

Yours faithfully

Sheila Browning

Lead inspector