

# Wisborough Green Primary School

## Inspection report

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|--------------------------------|-------------|
| <b>Unique Reference Number</b> | 125860      |
| <b>Local Authority</b>         | West Sussex |
| <b>Inspection number</b>       | 328412      |
| <b>Inspection date</b>         | 1 July 2009 |
| <b>Reporting inspector</b>     | Kevin Hodge |

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>   | 4–11   |
| <b>Gender of pupils</b>  | Mixed  |
| <b>Number on roll</b>  |  |
| School (total)   | 139  |
| 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  |
| <b>Appropriate authority</b>   | The governing body   |
| <b>Chair</b>   | Phil Donoghue  |
| <b>Headteacher</b>   | Yvonne Holmes  |
| <b>Date of previous school inspection</b>  | 13 July 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>  | Newpound Lane<br>Wisborough Green<br>Billingshurst<br>RH14 0EE |
| <b>Telephone number</b>  | 01403 700280   |
| <b>Fax number</b>  | 01403 700102   |

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## Introduction

The inspection was carried out by two additional inspectors.

They evaluated the overall effectiveness of the school and looked at the following specific aspects:

- the quality of pupils' writing skills, particularly for boys
- the way the school helps provide for pupils' care, guidance and support
- how the school promotes community cohesion.

Evidence was gathered from lesson observations, looking at pupils' work and school documents. Parents' questionnaires, discussions with pupils, two governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the school's own assessments, as given in its self-evaluation, were justified in nearly all areas, and these have been included where appropriate in the report.

## Description of the school

Wisborough Green Primary is a smaller than average school whose pupils are, apart from a very small minority, from mainly White British backgrounds. The number known to be eligible for free school meals is low. The proportion with learning difficulties and/or disabilities, including a statement of special educational needs, is lower than that seen in most schools. These pupils mainly have speech, language and behavioural difficulties. The Early Years Foundation Stage children are taught in a mixed Year 1/Reception class. Other classes also have pupils from more than one age group.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. Pupils are extremely enthusiastic about the exciting things they learn, the way their views are incorporated into daily school life and the exemplary respect shown by all. The headteacher provides excellent leadership and has helped maintain the school's well above average standards recognised in the last report. The thoughtful approach of all staff means that they carefully consider new ideas to make sure that the focus stays firmly on pupils' learning and well-being. This approach, based on high levels of committed support from senior staff and governors, has ensured that there has been no complacency. Exploring ways of making things even better is shared between staff, governors and parents to very good effect. This results in an excellent capacity to improve the school. The vast majority of parents who responded to the inspection questionnaire are very supportive of all that the school does. Despite the school placing high importance on communicating with parents, a small number felt that this could be improved. The school is planning to use more text and email facilities next term, which was a suggestion from some parents.

It is the good quality of provision in the Early Years Foundation Stage which gives pupils a good, secure start to school life. In Years 1 to Year 6, pupils build on this good start and achieve exceptionally well so that they reach well above average standards by the time they leave. The typically excellent teaching uses a wide range of approaches to make sure that all pupils develop their individual potential. This results, among other things, in them being enthusiastic and creative writers, able and inquisitive scientists, accurate mathematicians, and budding artists and sports 'stars'. This quality of teaching, with very high expectations, is a prime reason for the high standards reached. Pupils say, 'Teachers make learning fun.' By the time they reach the end of Year 2, pupils tackle number work and writing with high levels of accuracy and creativity. They often use good 'wow' words to make it more exciting, which is not surprising given that their pet tortoise, Alan, often sparks discussion and amusement. Boys, who occasionally lag behind the standards reached by girls, are now catching up fast. By the time pupils leave, they achieve extremely well on a wide number of fronts and the boys reach similar levels to the girls. Their basic skills are highly developed in English, mathematical work and science. They are articulate and confident to express their views. For example, they speak very persuasively about the advantages and disadvantages of having a school council. Pupils reach high standards in their information and communication technology work as they use advanced internet and presentation skills to research and produce their work. Pupils also achieve really well in other subjects such as art, music, geography and history.

Very close individual checks on pupils' progress mean that teachers know exactly what the next steps in learning are for all. Pupils have an excellent understanding of their targets and know what they must do to improve. Teachers mark pupils' work consistently and to good effect, and during lessons, teachers note which children give a 'thumbs up' to learning and those who don't! This awareness of what to aim for, combined with good feedback from marking, gives pupils very secure guidance about how to improve.

The curriculum is exciting, innovative and enjoyable for pupils and provides them with a keen appetite for learning. They say that they really enjoy their learning, which ranges from studies about the Second World War, to the Aztecs, Greeks and the Romans. They particularly liked dressing up as Romans and making some Roman food. Links and projects on Africa and China help pupils develop a wider perspective on global issues. Classrooms and pupils' books are filled with evidence of the school's diverse curriculum. It fosters good opportunities for pupils to

work independently, and collaboratively and put forward ideas to be tested. This prepares them extremely well for the next stage of their education. Their selling of homegrown produce at local farmers' markets, alongside being very aware of environmental issues, adds to their confidence. Plenty of highly successful extra activities and clubs help motivate children, enhance their activity levels and widen their horizons. They speak highly of the range on offer. Pupils talk about all the healthy exercise they do and readily admit that their large school grounds help in this respect. They know about healthy eating and most say they eat healthily, making sure that their lunchboxes reflect a balanced and nutritious meal.

Nearly all aspects of children's personal development and well-being are outstanding. Pupils learn lots about their local community and more distant countries to foster their awareness of community cohesion. However, they are not so aware of people's differing backgrounds and beliefs in other parts of the United Kingdom. As the school promotes pupils' spiritual, moral and social development so well, their behaviour and attitudes are excellent. This spreads through all aspects of their life in school, from their exceptionally good behaviour in class, to their polite, mature and confident attitudes. Children who have specific learning needs are cared for exceptionally well so they make excellent progress. Professionals beyond the school are used well in this respect to provide additional support. Pupils speak highly of the school and comments like, 'This is a small school with a big character' and 'Most children have a close bond with each other' sum up the atmosphere well. They know this helps everyone to keep safe when playing in the extensive school grounds. Pupils report that they cannot recall any recent examples of bullying, but know that the school will respond quickly if it arises.

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

### **Grade: 2**

Children get off to a good start to school and make good progress in nearly all areas of learning. They enter Year 1 with above average standards in several areas, notably in their creative, number skills and social development. Although the school has large grounds, the size and scope of the outside area used by children in Reception limits what they can do safely and independently. As a result, they make slower progress in their knowledge and understanding of the world and in aspects of their physical development. Children are eager to come to school aided by the school's very close links with their parents. This helps the school quickly identify any children needing extra support and the welfare arrangements are excellent in this respect. The very lively and interesting activities in the classroom help them develop their independence, while ensuring they gain their basic number, writing and reading skills. Children enjoy choosing activities and willingly work with each other. This was tested during the inspection as the new entrants joined them for the afternoon and all children enjoyed the occasion. There is a good balance of activities chosen by the teacher and those chosen by the children. This stage of provision is well managed and the changes introduced since the teacher arrived two terms ago, such as providing a wider choice of activities in the classroom, are beginning to take shape well.

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

- Improve the outside activity area for Early Years Foundation Stage children so they have better opportunities to enrich their physical skills and knowledge and understanding of the world.
- Increase pupils' knowledge and understanding of the cultures, lifestyles and beliefs found in the United Kingdom.

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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 |
|---|----------------|

### Overall effectiveness

|   |     |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1   |
| 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   | 1   |

### 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?  | 1 |
| The standards <sup>1</sup> reached by learners   | 1 |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 |
| How well learners with learning difficulties and/or disabilities make progress                           | 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.

## 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                                     | 1 |
| 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 | 1 |

## The quality of provision

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 1 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 |
| How well are learners cared for, guided and supported?   | 1 |

## 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 leaders and managers use challenging targets to raise standards  | 1   |
| The effectiveness of the school's self-evaluation  | 1   |
| How well equality of opportunity is promoted and discrimination eliminated   | 1   |
| How well does the school contribute to community cohesion?   | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 1   |
| 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**

3 July 2009

Dear Pupils

Inspection of Wisborough Green Primary School, Billingshurst, RH14 0EE

Thanks for making us feel really welcome and we enjoyed meeting you when we visited. Yours is an excellent school and we think that you know it's true. You are great ambassadors for your school by being so well behaved, helpful and polite.

Here are some of the things we found out:

- You make excellent progress in your work and you reach well above average standards by the time you leave.
- The children in the Reception class have a happy and secure start to school.
- Links with local schools and the community are excellent.
- You said the teachers and helpers make sure that you feel very safe and really look after you. We think you are right.
- All of you work really hard, behave brilliantly and get on with each other, particularly in the playground as well as around on the school field. Well done school play leaders!
- You do some really good work in art, music and in your sports activities too.
- The teachers make lessons interesting and fun. The work some of you did on learning about the Ancient Greeks and Romans looked very good.
- The headteacher, staff and governors work together very well to make your school a very welcoming, caring and happy place to be.

We have asked the school to look at two things to improve:

- Improve the outside area for the Reception children so they have more exciting things to do, ideally with more space to play and learn.
- Give you more opportunities to find out about different people's lifestyles, backgrounds and customs that are found in other parts of the United Kingdom.

Make sure you keep working hard and supporting each other. Remember to give all the letters and information from school to your parents or carers as they really like hearing about what you are doing, as well as knowing about any changes in routines. Yours faithfully Kevin Hodge

Lead inspector