

# Chidham Parochial Primary School

## Inspection report

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<b>Unique Reference Number</b>	125976
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	328433
<b>Inspection date</b>	4 February 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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	92
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>	Carole Holmes
<b>Headteacher</b>	Lynda Aplin
<b>Date of previous school inspection</b>	4 May 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>	Chidham Lane Chidham Chichester PO18 8TH
<b>Telephone number</b>	01243 572380
<b>Fax number</b>	01243 576029

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## Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- how well pupils achieve, with a focus on higher attaining pupils in Years 2 and 6 in writing and in mathematics
- the quality of pupils' personal development and well-being, and the care, guidance and support of pupils
- the degree to which the school promotes community cohesion, especially through its international links.

Evidence was gathered from observations of lessons, whole-school assembly and pupils at lunch and play. Teachers' assessment records and pupils' work were scrutinised. Discussions were held with pupils, staff and governors. Parents' responses to the inspection questionnaire were 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 very small rural school attracts pupils from a wide area beyond its catchment. Children's attainment on entry varies but meet expectations for the current year group in the Reception class. Currently 13 children, accommodated within a Reception and Year 1 class, receive Early Years Foundation Stage Provision. Most pupils are of White British heritage, with a few having English as an additional language. The school holds several awards and is involved in partnerships, which reflects its commitment to the arts, sport and environmental education and to healthy living.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Chidham is a good school. It has a prominent profile in the local community and serves the neighbourhood exceptionally well. The school's partnership with parents is outstanding. Parents are extremely supportive of the school and are confident that their children are exceptionally well cared for and challenged to do well. One comment typical of many can be summed up by one who said, 'It is an excellent example of a local community school where each child is encouraged to achieve their best.'

The good leadership by the headteacher and those at all levels is always looking for ways to improve the learning opportunities offered and is committed to continued school improvement. An example of this is how staff and parents have worked together to create a wonderfully rich outside learning environment. Senior leaders have a secure understanding of the school's strengths and areas for development and successfully monitor and evaluate its performance. Consequently, improvement since the last inspection has been good and because staff regularly share and update their skills and expertise with neighbouring schools and the local authority, the school is well placed to improve further. Recent developments in the provision for information and communication technology (ICT) have had a significant and positive impact on pupils' ICT skills and the quality of their work. As well as supporting the school, the governors challenge and review its progress effectively.

The curriculum is varied and interesting. A good range of school clubs, visits and visitors including overseas visitors greatly enhance pupils' learning experiences. Also, the school's close working partnership with a local organic smallholding has involved visiting the local Farmer's Market. A newly purpose built sports hall and a sports partnership has increased the range of sporting opportunities offered. Pupils learn French and have a wide range of musical opportunities and children have sung in a performance at Chichester Festival Theatre. These all contribute to pupils' excellent personal development and reflect the inclusive nature of the school. Displays of these events and of pupils' achievements are celebrated. Pupils are sensitive to others and consider different values, beliefs and views. Pupils' awareness of community cohesion in the local and global community is heightened through their involvement in the community and by links with schools in Sierra Leone and France. Whilst there are plans for a link with a London school, opportunities to raise pupils' awareness of the cultural diversity in Britain today are relatively weaker. Pupils develop good skills for the future, as play leaders and through the school council and in helping at events selling goods and produce. A survey on the contents of everyone's lunch boxes revealed they have an excellent understanding of healthy living. They are involved in clearance and tree planting in the Dell with the Chichester Harbour Conservancy and fundraising to provide a light controlled pedestrian crossing in support of Travel Plan initiatives. During a 'Citizenship Day', they studied conservation issues in the harbour and discussed these in the Council Chambers.

Pupils really enjoy school and say, 'The school is like a big family and lessons are fun.' As a result, pupils want to do their best and show excellent relationships, attitudes and behaviour. Consistently good and occasionally outstanding teaching is a feature throughout the school. This is why the achievement of pupils is good. Basic skills are taught successfully, as is handwriting, presentation and accurate spelling. Teachers ensure that work meets the needs of everyone. Typically, planning and the skilled use of questioning ensure that pupils are clear about what they are to learn. On occasion, teachers miss the opportunity to reinforce pupils' personal learning targets. Though some constructive marking was seen in pupils' literacy work

that helped them know whether or not they had met their targets and understood how to improve, this was not the case in mathematics. Further discussions with pupils and staff confirmed this. Staff have a very good knowledge of pupils and their individual needs. The school's careful charting of pupils' progress is a feature of the good guidance provided. As a result, standards are above average at the end of both Year 2 and 6. Standards in writing are particularly high. This is due to the whole-school focus on improving pupils' writing skills. The overall support for pupils with widely differing needs and the contribution made by teaching assistants ensure their good progress. The excellent links with parents and external agencies and good support are particularly beneficial for all pupils. Safeguarding, including child protection procedures, are robust. Great emphasis is placed on helping children settle quickly into the school and move on to their larger secondary school; as parents commented, 'The transition is seamless.'

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

### **Grade: 2**

Children have a good start to school because good teaching and lively learning experiences ensure they make good progress. By the start of Year 1, most have met or exceeded the standards in all areas of learning expected for their age. Good management checks that structured and purposeful play and good planning are used to stimulate good learning. Improvements in assessing the skills of children are ongoing. Welfare arrangements for children are excellent. The excellent links with parents and other settings mean that a clear picture of each child's background and learning needs is identified early on. Through practical activities and first-hand experiences, children acquire good early reading and writing skills and knowledge and understanding of the world around them. As pirates, they helped Teddy to swim ashore, from a role-play pirate ship. Children are happy, confident, playful and independent learners. The mixed Reception and Year 1 grouping provides a very settled group with well-established routines for the newest children to move into. They learn how to get on and behave very well. Consequently, their well-being and personal development is outstanding. Whilst the indoor and outdoor classrooms are inviting and well equipped, teachers are developing the continued enrichment of outdoor classroom learning.

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

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- Ensure all pupils understand their learning targets for mathematics and give them clear guidance about how to improve their work.
- Improve pupils' awareness and understanding of the range of cultures in Britain today.

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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?	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?	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?	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	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**

4 February 2009

Dear Pupils

Inspection of Chidham Parochial Primary School, Chidham PO18 8TH

Thank you for your very warm welcome you gave us when we visited your school. It was great to hear how much you enjoyed your school and we agree with you that yours is a good school.

Here are some of the things we found out:

- Your behaviour is excellent and you all get on so well with each other.
- You are all doing well in mathematics, science and ICT and are doing particularly well in English.
- You told us your teachers make learning fun and interesting. You certainly know your learning targets in English and usually know how to improve your work from marking in English.
- Children in the Reception class get off to a good start.
- Your headteacher, staff and governors lead the school well and are keen to make it even better.
- The teachers and staff take excellent care of you.
- You have a good, varied curriculum with lots of opportunities to try different sports and activities.
- You know so much about how to lead safe and healthy lives and you are so involved in the local community. Well done!
- The school has excellent links with your parents and other adults which help you achieve so well.

We have asked the school to do a few things to help it improve even more.

- Help you to know and understand your learning targets in mathematics and give you clear guidance about how to improve your work in mathematics.
- Build on the opportunities you have to learn about the different cultures and backgrounds of people in Britain today.

You can help too by continuing to work hard.

Yours faithfully

Sheila Browning