

# Ferring CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	125982
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	328435
<b>Inspection dates</b>	29–30 January 2009
<b>Reporting inspector</b>	Jacque Buttriss

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.

---

<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)	208
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>	Sue Pratt
<b>Headteacher</b>	Gillian Silk
<b>Date of previous school inspection</b>	14 March 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>	Sea Lane Ferring Worthing BN12 5DU
<b>Telephone number</b>	01903 243945
<b>Fax number</b>	01903 506438

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	29–30 January 2009
<b>Inspection number</b>	328435

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average primary school. The proportion of pupils with learning difficulties and/or disabilities is lower than in most schools. The majority of these pupils have behavioural or communication difficulties or visual impairment. There are very few pupils from minority ethnic groups or whose first language is not English. The children in the Early Years Foundation Stage are all in the Reception class. Their skills are typical for their age when they join the school. A private contractor manages play group facilities adjacent to the school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school provides a satisfactory standard of education. It has several excellent strengths, including aspects of pupils' personal development and well-being. This is 'a happy school', as one parent put it, where pupils of all ages very much enjoy taking on responsibilities to help make the school a better place to be. Indeed, pupils' enjoyment is evident in all aspects of school life, leading to their good attendance. Pupils' behaviour is good and often exemplary.

The satisfactory and improving teaching helps pupils to make sound progress, although this is variable between year groups. Standards are broadly average in English and mathematics by the time pupils move on to their secondary education. Due to improved teaching most pupils in Years 5 and 6 now make good progress. However, lessons in other year groups sometimes do not include sufficient challenge for younger or more able pupils, with the result that they do not always achieve as well as they could. The good curriculum is well enriched by a variety of popular additional activities which provide a number of exciting learning opportunities. Pupils say that lessons are 'fun' and they gain what one parent described as a 'love for learning'. For example, Year 6 pupils thoroughly enjoyed showing off their good high level information and communication technology (ICT) skills when compiling their 'polar bear fact files' on computers.

Pastoral care is a great strength of the school. 'All the staff care for the children. We cannot compliment them highly enough,' commented one parent, echoed by many others. Pupils with learning difficulties and/or disabilities are well supported, enabling them to gain confidence in their learning and make good progress. However, academic support is less strong and teachers' marking is inconsistent across the school, so that in some classes pupils are not aware how well they are doing or how to improve their work.

Many parents praised the 'vast improvement over the last few years, largely due to the strong leadership of the headteacher'. Overall, leadership and management are satisfactory. The recent appointment of two new senior leaders who work closely with the headteacher is already bringing about improvements in both the school's provision and the achievement of learners. These improvements are now raising standards in English and mathematics and the capacity for further improvement is good.

There are excellent relationships throughout the school, including the partnership with parents. Indeed, parents are highly supportive of all that the school provides for their children. One parent reflected the views of many with the comment, 'I wouldn't send my child to any other school.'

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

'My daughter has settled into school well, is happy and comfortable and enjoys attending,' said a parent of a Reception class child. The good induction arrangements ensure children gain confidence quickly and enjoy all aspects of their learning. Teaching is satisfactory with some strengths, such as the fun and varied approaches to learning, which engage the children's attention. Pupils with learning difficulties and/or disabilities are well supported and all pupils make at least satisfactory progress, so that they reach broadly average standards by the time they are ready to leave the Reception class. As a result of the strong focus on speaking and listening, children make good progress in their language skills. Welfare provision is good and

this, together with the strong staff teamwork and the excellent relationships between adults and children, leads to the very good personal development of all Reception children. However, the outside learning space does not provide a sufficiently wide range of activities to cover all the areas of learning. The school has plans to improve this aspect of provision.

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

- Provide greater challenge for more able pupils to help them achieve the high standards of which they are capable.
- Increase the consistency of teachers' marking to help all pupils know how well they are doing and how to improve their work.
- Develop the Early Years Foundation Stage outside space so that a variety of activities are offered in all areas of learning, to help children make greater progress.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards are broadly average across the school. On entering the Reception class, children have abilities which are typical for their age. By the time they go into Year 1, they have reached average standards across the six areas of learning. They make a good start in the next stage of learning, but then the pace slows, leading to the underachievement of some pupils. Progress picks up again in the older classes so that pupils achieve well in Years 5 and 6. Attainment was average in the national tests at the end of Year 6 last year. Current evidence shows that standards are now rising in both English and mathematics. Pupils' writing has been a weakness in recent years, but evidence shows they are now catching up fast and are on target to achieve better in writing this year. Pupils with learning difficulties and/or disabilities make good progress throughout the school. However, the most able pupils are not sufficiently challenged, with the result that they do not achieve as well as they could.

## **Personal development and well-being**

### **Grade: 2**

Aspects of outstanding personal development and well-being are evident in pupils' excellent relationships and highly positive attitudes to learning. However, due to changes of staff in the past year, pupils' very positive attitudes are only just beginning to contribute to raising standards and to increasing the rate of progress for most of them. For example, a Year 6 pupil confidently explained that a new initiative introduced to develop writing 'helps me to improve my work'. Spiritual, moral, social and cultural development is good. Through initiatives such as classes 'adopting' and learning about different countries, pupils have a good awareness of cultures in other lands. Pupils contribute exceptionally well to their school and local communities. For example, they take pride in their roles as playground 'pals', monitors, peer mentors and 'green and friendlies', helping younger pupils as well as improving their environment. Pupils say they feel 'totally safe in school' and have 'never seen any bullying'. Pupils enjoy cultivating their own vegetables through their popular 'Grow it, Cook it, Eat it' initiative, which reflects their commitment to healthy living. They demonstrate an excellent understanding of the need for exercise. Their improving acquisition of basic skills, combined with a very good range of

'enterprise' activities and their high levels of teamworking, provides pupils in Year 6 with a strong foundation for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

A calm and purposeful atmosphere pervades the whole school during lesson times, encouraging pupils to focus on their learning. Teaching is satisfactory overall and is good from Years 4 to 6, where teachers' high expectations and the stronger pace of lessons ensures that pupils work diligently and develop very positive attitudes to their learning. This results in the acceleration of progress so that many older pupils achieve well. However, on occasions when the introductions to lessons are too long for younger pupils, they lose concentration and progress slows. The recent focus on introducing initiatives to improve writing skills has already successfully raised standards at the upper end of the school. For example, some exceptionally good writing was accomplished by Year 6 pupils enthusiastically working on their 'Guides for Arctic Explorers'. They found this work 'quite challenging, but not impossible', as one Year 6 pupil put it. Lessons are generally well planned, but tasks are not always matched to the needs of the most able pupils, leading to the occasional underachievement of a few.

### **Curriculum and other activities**

#### **Grade: 2**

The broad and interesting curriculum, parts of which have been recently developed, is enhanced by an impressive range of additional activities, visits, visitors and themed events. Pupils are especially appreciative of the 'spiritual advisers' linked to their classes. The curriculum is further enriched by the teaching of French from Years 2 to 6 and the weekly whole-class lessons in clarinet in Year 4. Teachers make purposeful links between subjects, and writing and ICT are well used across the curriculum. The school continues its drive to raise standards, and initiatives such as the 'Big Write' are now having a positive impact on improved progress, especially amongst older pupils. However, tasks planned in some lessons are not sufficiently challenging for able pupils. The enthusiasm with which pupils speak about sporting activities and environmental issues reflects the school's success in gaining national awards in these areas.

### **Care, guidance and support**

#### **Grade: 2**

Parents are very positive about the very high quality of pastoral care given to their children. As one parent wrote, 'Ferring school provides a safe, caring and supportive environment.' Pupils, too, are complimentary about the support offered to them individually, such as one who said, 'The teachers are always there for us.' All procedures to safeguard pupils are robust and there are good transition arrangements to help pupils prepare for their move to secondary education. Inspectors much appreciated the bacon sandwiches provided by the popular breakfast club. Strong links with outside agencies underpin the good personal support given to pupils with learning and emotional needs, which helps them make good progress. There are good features in academic support and how it is used to help pupils understand what they need to do to improve but this is not consistent in all classes and is an area for development.

## Leadership and management

### Grade: 3

The school's newly formed senior management team is a strong and enthusiastic force for improvement. Leaders have a clear direction and a dedicated commitment to continuing school improvement. This is strengthened by good staff teamwork. However, subject leaders do not currently have sufficient opportunity to monitor provision in their subjects. Other self-evaluation processes help leaders to identify areas for improvement and target actions accordingly. The recent focus on improving writing skills is already resulting in the raising of standards. Attainment targets are suitably challenging in Years 3 to 6, but are not challenging enough in Years 1 and 2. There is good equality of opportunity and good inclusion, especially for pupils with learning difficulties and/or disabilities, but there remain pockets of underachievement amongst some younger learners and more able pupils. Community cohesion is well promoted within the school, in the local and national community as well as internationally. Good features include ongoing links with a school in Guinea. There are strong partnerships with local schools to enhance learning and a range of outside agencies to promote pupils' well-being. Good governance ensures an appropriate balance of support and challenge and governors are effectively involved in strategic management.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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?	3
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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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>	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	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
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>	3
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>	3
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	3
The effectiveness of the school's self-evaluation	3
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	3
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**

31 January 2009

Dear Children

Inspection of Ferring C of E Primary School, Worthing BN12 5DU

Thank you for being so friendly, polite and helpful when we came to inspect your school. We all enjoyed talking with you. Yours is a satisfactory school. It helps you to enjoy your work and cares for you very well. These are the things we especially like about your school:

- You work hard in lessons and some of you make good progress. Well done!
- Your teachers work hard to make your lessons interesting and fun.
- You clearly enjoy school very much.
- You showed us that you know a great deal about how important it is to eat healthily, to have lots of exercise and to look after your environment.
- Your behaviour is always good and sometimes excellent. Keep it up!
- You play safely and happily together and respect each other well.
- You have an active school council and many of you take on a variety of responsibilities, so that you give excellent support to your school as well as being successfully involved in many aspects of your local community.
- You have lots of extra activities and clubs to enjoy.
- The adults in your school take very good care of you all and help you when you have any worries.

This is what we think your school could do even better:

- Help you to raise your standards by making sure they give you work that is challenging enough, especially those of you who find learning easier.
- Help you to assess your progress so that you know how well you are doing, and mark your books with suggestions that help you know how you could improve your work.
- Provide a wider variety of outside learning activities for Reception children to help them make more progress.

I would like to wish you all lots of success in your future learning. Yours faithfully

Jacquie Buttriss

Lead inspector