

Walberton and Binsted CofE Primary School

Inspection report

Unique Reference Number	125997
Local Authority	West Sussex
Inspection number	328438
Inspection date	25 March 2009
Reporting inspector	Michael Barron

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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	203
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	Diana Levantine
Headteacher	Maureen Shilliday
Date of previous school inspection	25 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	The Street Walberton Arundel BN18 0PH
Telephone number	01243 551398

Age group	4–11
Inspection date	25 March 2009
Inspection number	328438

Fax number

01243 554594

Age group	4-11
Inspection date	25 March 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:

- The quality of teaching and learning throughout the school and the impact of teaching on pupils' achievement.
- The effectiveness of the school's initiatives to improve attainment in writing, especially that of the more able pupils.
- The quality of care, guidance and support for pupils especially in relation to academic support and guidance.
- How well the school promotes community cohesion and pupils' appreciation of the multi-cultural nature of modern British society.

The inspectors gathered evidence from: discussions with pupils, staff and representatives from the governing body; observations of teaching and of pupils at work and at play; scrutiny of school documentation and self-evaluation, samples of pupils' work and an analysis of parent questionnaires. Other aspects of the school's work were not inspected 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 slightly smaller than average one-form entry primary school. Nearly all pupils are of White British heritage and very few have English as an additional language. The percentage of pupils with learning difficulties and/or disabilities is below the national average whilst the percentage of pupils eligible for free school meals is very low. There is Early Years Foundation Stage provision in the school's Reception class. The school has gained several recent awards, including the Activemark Award, the Eco Schools Bronze award, the Foundation Stage Award for Internationalism, the Travel Mark Award, Basic Skills 1, 2 and 3 awards and has also gained the Bishop's Commendation award. The school is presently working towards Healthy School Status. The accommodation has been completely rebuilt since the previous inspection and has gained the Security by Design award as well as being highly commended by the local authority for sustainability.

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. It provides an excellent education for pupils and prepares them very effectively for the next stage of their education. Achievement is outstanding and pupils in Year 6 are on course to exceed the very challenging targets set for them in the 2009 national tests. Underpinning this excellent progress is high quality teaching linked to a curriculum which meets the needs of all pupils very effectively. However, the school is not complacent and constantly analyses its performance to ensure any gaps in learning are quickly identified and corrected. The school has developed very detailed methods to assess how individual pupils are progressing and uses these very well to ensure work is matched precisely to pupils' individual needs. This is an important factor in ensuring pupils consistently attain well above average standards and is a clear indication of the school's outstanding capacity to continue to improve in the future.

This is a school which always puts the needs of pupils first. Leadership and management are outstanding at all levels and the governing body provides the school with a high degree of support and challenge when appropriate. The headteacher is very dedicated and provides the school with clear vision and direction. She has worked extremely effectively with staff and governors to ensure the school has made very good progress since the previous inspection, for example in continuing to raise standards and achievement and, more recently, in improving pupils' attainment in writing, especially that of the more able pupils. Parents are proud of their school. 'The school far exceeds my expectations as a parent' is typical of their many positive comments.

The curriculum links different subjects together very well in order to ensure learning is relevant, purposeful and enjoyable. During discussions with pupils, it was evident that many of them enjoyed being able to develop their literacy, mathematical and information and communication technology (ICT) skills across a range of subject areas. The quality of pupils' work on display, especially their artwork, is of a high standard and provides clear evidence that the school's success is not just restricted to test results. Classrooms are stimulating places. Teachers have high expectations of what pupils are capable of achieving and use a variety of approaches to make learning interesting. Their enthusiasm rubs off on pupils, who are keen to do well and work very hard. As one pupil aptly put it, 'Teachers make learning fun.'

As a result of this very high quality provision, pupils' enjoyment of school is outstanding and this is reflected in their above average rates of attendance and excellent attitudes to learning. Pupils say they are made to feel valued as individuals and enjoy playing a full and active role in both the school and the local community. They are very aware of the importance of their involvement in fundraising, especially for overseas charities. Pupils talk excitedly about the school's participation in many community events and how they take very seriously the responsibilities they are given. The quality of their spiritual, moral, social and cultural development is outstanding, with their moral and social development particularly strong, and this is reflected in their exemplary behaviour and excellent attitudes towards others. Pupils fully understand the need to make sensible and healthy choices and have a very good understanding of the importance of keeping fit and staying safe. They are keen to talk about the activities they take part in, especially the wide range of popular extra-curricular clubs the school provides for pupils of all ages. A wide variety of visitors to the school and visits to interesting places, including trips to Arundel Castle and the British Museum, help build up their knowledge of the wider world.

The school provides an excellent level of care, guidance and support for pupils and this is the basis for their outstanding personal development and well-being. Very good induction and transfer arrangements help pupils settle quickly into new routines. Health and well-being are very securely safeguarded and child protection procedures fully meet current requirements. Pupils are confident there is always someone to help them should the need arise. Teachers and teaching assistants work very well together to ensure pupils always know what they have to do to improve their work. They also ensure those requiring extra help with learning, especially pupils with learning difficulties and/or disabilities, are supported very effectively and make the same outstanding progress as all others.

The school makes an effective contribution to promoting community cohesion and this is evident in the way in which pupils work and play very well together whilst accepting each other's differences. Pupils talk enthusiastically about the school's links to the local community and how interesting visitors to the school, for example a parent of Indian origin, make them realise they share common values with people living in this country who are from different cultural and religious backgrounds from their own. Older pupils are able to discuss their work studying African cultures and religions such as Islam and Judaism, even though they have very limited opportunities to consolidate their learning by visiting non-Christian places of worship.

The school is extremely well resourced and uses these resources very effectively to enhance learning. Partnerships with others and links with external agencies are very good and used extremely well to enhance provision and support pupils' well-being. The school thoroughly lives up to this statement from its prospectus: 'This is a school that strives for achievement for all and where high standards of work and behaviour are expected'.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The words of one parent neatly summed up the outstanding quality of provision in the school's Early Years Foundation Stage: 'We are delighted with the school and the progress our children have made.' Children enter the school's Reception class with skill levels broadly typical for their age, although this varies from year to year. They get off to a very good start and make excellent progress because teaching caters exceptionally well for the needs of all children, regardless of their abilities.

The Reception classroom is a colourful and inviting place which provides children with a stimulating learning environment where they feel safe and very well looked after. The class teacher leads and manages the Early Years Foundation Stage very well. She works extremely well with her effective teaching assistants to ensure lessons capture children's imaginations whilst providing opportunities for children to work both independently and with adult direction. Recording of children's progress is very thorough and used consistently well when planning future work.

Progress in children's personal, social and emotional development is outstanding and parents appreciate the high level of care and support their children receive. Even the youngest children are happy to share and take turns. Many have developed the confidence to hold meaningful conversations with adults. Regular visits to interesting places within the local community are used very well to build up children's understanding of the world in which they live. A further range of interesting activities, both indoors and outdoors, ensures nearly all children exceed expectations in all areas of learning by the time they enter Year 1.

What the school should do to improve further

- Provide pupils with opportunities to consolidate their learning on different religions through visits to a variety of places of worship

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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?	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?	1
How well do children in the EYFS achieve?	1
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?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ 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

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?	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

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

How effective are leadership and management in raising achievement and supporting all learners?	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**

26 March 2009

Dear Pupils

Inspection of Walberton and Binsted Church of England Primary School, Arundel BN18 0PH

Thank you for welcoming us to your school. Everyone was very friendly and both I and the other inspector quickly realised why you like your school so much. We enjoyed talking to you about what you like the most about school and seeing you all working hard in lessons. Here are some of the things we particularly like about your school:

- Your school is an outstanding school which makes sure that you are all very well prepared for the time when you leave and go to your secondary school.
- Your teachers always try to make lessons interesting and this helps you to make outstanding progress and reach high standards.
- You really enjoy everything about your school.
- Your personal development is outstanding. You behave very well indeed and you are very friendly, caring and polite.
- Your headteacher, teachers and governors lead and manage the school very well indeed and always put the needs of pupils first. We believe your headteacher and teachers can make your school even better. We have asked them to do the following:
- Provide you with opportunities to learn even more about the different religions followed by people in this country by visiting various places of worship. You can help your school to improve by continuing to work hard.

We wish you the very best for the future.

Yours sincerely

Michael Barron

Lead inspector