

East Wittering Community Primary School

Inspection report

Unique Reference Number	125829
Local Authority	West Sussex
Inspection number	340846
Inspection dates	26–27 January 2010
Reporting inspector	Peter Thrussell

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Stuart Blunden
Headteacher	S Parker
Date of previous school inspection	27 January 2010
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Introduction

This inspection was carried out by three additional inspectors. Approximately two thirds of the inspection time was spent looking at pupils' learning, including the 17 lessons observed. All classes and nine teachers were observed. Meetings were held with the headteacher, governors, other senior staff and a group of pupils. Inspectors observed the school's work and looked at documents including the school improvement plan, minutes of meetings held by the governing body, monitoring files, documents relating to safeguarding, and the results of questionnaires returned by 64 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' progress in writing and mathematics, especially at Key Stage 2
- how well teaching contributes to pupils' learning and progress, looking especially at different ability groups and boys
- how well the use of assessment and support systems drive improvement
- the role of leadership and management at all levels, including that of the governing body, in securing and sustaining improvements
- particular strengths in pupils' personal development and well-being.

Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is about average. Most of the pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is above average, the main need being moderate learning difficulties. A higher than expected proportion of pupils leave or join the school outside the normal times. The school has gained a number of awards including Activemark, Healthy Schools and an International School award. There is an independently run nursery on the school site that is not managed by the school governors and this will have its own separate inspection. Children start school in the Early Years Foundation Stage Reception classes.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to raising attainment in writing and mathematics and improving the quality and consistency of pupils' learning and progress throughout the school.

In the last two years, pupils' attainment by the end of Year 6 has not been high enough overall in writing and mathematics, and this has led to inadequate overall achievement of pupils'. The school is not yet ensuring that pupils are well enough prepared for their future lives. Middle-ability pupils, especially, are not doing well enough and too few reach the expected levels for their age. Following a good start to school in the Reception classes, progress is uneven, especially across Years 3 to 5, where too many pupils do not achieve well enough. Pupils do best in Year 6 but have considerable ground to make up to reach the school's targets. This target was missed in 2009. Pupils are on track to meet the school's target for English in 2010, but they are not expected to reach the target for mathematics.

There are considerable strengths in the good and sometimes outstanding teaching in Year 6. In the school as a whole, the quality of teaching is satisfactory but there is not enough good teaching to help quickly accelerate pupils' progress so that they catch up. Teachers' ongoing daily assessments are not being used well enough to ensure that pupils are given suitable work to do. At times, lower ability pupils are given the same work as others and pupils have to rely too heavily on adult support because the tasks are too difficult. More-able pupils are not always sufficiently challenged. Pupils are keen to do better; they enjoy school and behave well.

Leaders show a satisfactory capacity to improve. This is supported by their satisfactory self-evaluation and the improved monitoring of lessons. Teachers are given clear guidance on how to improve and this has started to bring about some improvement in the quality of teaching. Leaders recognise that there is weakness in the way that assessment information is used to help pupils' learning. They have started to take action to improve this by implementing better assessment and recording systems. Information from these systems is being used to form ability groups in classes and to identify where further support is required and, as a result, there are early signs that pupils are beginning to do better. Leaders have established extra support for pupils who have underachieved in the past and their progress is now being carefully monitored. The English and mathematics leaders have analysed test results and identified the correct

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areas for improvement. Leaders have acted well to improve reading and, as a result, pupils now make steady progress in this. The current action plan is satisfactory as it identifies several key and important priorities for development. It does not, however, focus directly enough on improving outcomes for boys.

What does the school need to do to improve further?

- In order to raise pupils' attainment in writing and mathematics, improve the quality of teaching, learning and progress by:
 - making the fullest use of assessment to plan the next steps in pupils' learning, so that all make the best progress possible
 - sharing and developing high quality teaching skills, so that the quality of teaching is at least good.
- Take a more rigorous approach to school development planning, making sure that:
 - it is based on a thorough analysis of the progress being made by pupils throughout the school
 - it identifies clearly what actions the school will take to improve outcomes for different groups of pupils, especially boys
 - it shows how the success of its actions will be monitored and evaluated.

Outcomes for individuals and groups of pupils

4

Pupils' achievement is inadequate. In the last two years, attainment at the end of Key Stage 2 has been below average overall. In the lessons seen during the inspection, learning and progress were satisfactory and starting to lead to better outcomes for pupils. However, pupils' progress is too inconsistent and is not yet fast enough to overcome the legacy of previous underachievement. In one mathematics lesson, where all pupils were filling in the same page of a work book, the work on number bonds did not fully stretch the more-able pupils. There are missed opportunities to make more of practical activities to help pupils to understand new ideas. Learning and progress in Year 6 is being accelerated as work is very closely tailored to pupils' needs. In a lesson where pupils were writing reports on endangered animals, they used different punctuation to write complex sentences, resulting in thoughtful and accurate writing. Overall, pupils enjoy lessons and generally want to do their best. They enjoyed finding out about ancient Egypt through a direct internet link to the British Museum.

Additional support for pupils with special educational needs and/or disabilities is well organised and focused, enabling these pupils to make satisfactory, and sometimes good, progress and this means they often do better than other pupils in the school. Pupils feel safe in school and say that there is no bullying. They trust adults in school and say that 'they are easy to talk to'. An assembly, led by the school council, showed pupils' good awareness of safety issues. Pupils have a good understanding of communities and cultures beyond their own, fostered through the links with schools in different parts of the world. The video link with a New York school was eagerly anticipated, and

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encouraged Year 2 pupils to think about the work of Martin Luther King. Pupils' average level of attendance is improving.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are well managed and pupils quickly settle. Interactive whiteboards are used effectively to introduce lessons, model work, and share with pupils what they are expected to achieve in the lesson. Teachers have good relationships with pupils but their questioning and discussion does not always help pupils to develop their thinking, and sometimes a few pupils lose concentration. Pupils have individual targets for literacy and numeracy that show them how to improve their work. These are used well as reminders to pupils as they are working. Learning support assistants generally work well with the groups they are supporting, but in a few lessons, their time is not fully utilised. At times, teachers are not sufficiently focused on the groups they plan to support and are all too easily distracted by those pupils who should be working independently. Often in lessons, insufficient time is set aside for pupils to discuss and evaluate their learning. In Year 6, teachers make the fullest use of ongoing assessment; pupils of all abilities are suitably

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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challenged and make good progress. The introduction of a programme for teaching sounds and letters, staff training and improved library facilities have contributed to the improvements in the teaching of reading.

There are opportunities for pupils to use their different skills in topic work and this adds interest and purpose to pupils' learning, for example when they wrote instructions for mummification in ancient Egypt. This approach, which appeals especially to boys and encourages them in their writing, has yet to be evaluated for its impact. There is good provision for pupils' wider personal development. A good range of clubs, visits and special activity weeks contribute much to pupils' skills and social development. Strong links with other schools provide further opportunities for gifted and talented pupils, such as the 'Future Flyers' who try different sports.

Pastoral care is good and staff know pupils well. Pupils and their families whose circumstances have made them potentially vulnerable are well supported, drawing on good links with outside specialists. The school takes care to ensure that pupils who join the school beyond the normal starting point are quickly settled and integrated. Good links with secondary schools help to ensure pupils' smooth transition to Key Stage 3.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders demonstrate a keen ambition for improvement and they are making steady developments for the benefit of the pupils. However, the school's development plan is not as precise and helpful as it could be to help them to move on as swiftly as possible. This is because leaders are not always carrying out a very close evaluation of the impact of their past actions on attainment, progress and the overall outcomes for pupils. As a consequence of this, they are not regularly fine tuning the development plan to accelerate pupils' progress and learning as quickly as possible.

The governing body is supportive of the work of the school. It depends very much on performance information provided by the school, but is keen to develop its own monitoring role in order to provide greater challenge. The school promotes good safeguarding procedures and these are systematically reviewed by the governing body. Links with parents are good and encouragement is given for them to be involved in their children's education and to contribute to decisions, such as the provision of hot meals and the development of a larger library.

An inconsistency in the provision for different groups of pupils means that equality of

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opportunity is inadequate and there is still more to do to tackle discrimination, so that pupils of all abilities and boys can do equally well. The school promotes community cohesion well. It has evaluated this aspect and knows where further work needs to be done, particularly beyond its local community in the United Kingdom. International links are a particular strength, which have been recognised in a national award.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children make good progress in the Reception classes from relatively low starting points. Good links with parents and carers and pre-school providers, including the on-site nursery, ensure that children settle quickly into the school and become happy and confident learners. There is an appropriate balance between adult-led and child-initiated activities, so that children are able to pursue personal interests and develop a good level of independence and cooperation. The effective use of 'free flow' between the indoor and outdoor areas, and between the two classrooms, also contributes towards this. A strong focus on teaching early literacy and numeracy skills prepares children well for their start in Year 1. In a lesson observed, where children were learning about shape, good questioning by the class teacher and support from the assistant enabled children to respond to the challenge and to verbalise their thinking. Adults check the progress that children are making in the different areas of learning, but the approach is not fully consistent. As a result, the next steps in children's learning are not always clearly identified in order to inform planning and maximise progress.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

About a third of parents and carers returned completed questionnaires. Their views are mostly positive of the school and its work. The inspection team found no evidence to suggest that the school does not manage behaviour effectively, that the views and concerns of parents and carers are not considered, or that the school is not led and managed satisfactorily. The school's own questionnaire from the previous year provided a higher level of response and showed more positive views on these aspects of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Wittering Community Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	58	20	31	6	9	1	2
The school keeps my child safe	28	44	34	53	2	3	0	0
The school informs me about my child's progress	25	39	34	53	1	2	3	5
My child is making enough progress at this school	26	41	28	44	3	5	3	5
The teaching is good at this school	32	50	28	44	4	6	0	0
The school helps me to support my child's learning	30	47	30	47	4	6	0	0
The school helps my child to have a healthy lifestyle	30	47	34	53	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	33	35	55	1	2	3	5
The school meets my child's particular needs	30	47	27	42	3	5	3	5
The school deals effectively with unacceptable behaviour	16	25	28	44	17	27	0	0
The school takes account of my suggestions and concerns	23	36	27	42	12	19	0	0
The school is led and managed effectively	20	31	26	41	13	20	3	5
Overall, I am happy with my child's experience at this school	21	50	23	36	7	11	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 January 2010

Dear Pupils

Inspection of East Wittering Community Primary School, East Wittering, PO20 8PS

Thank you for taking part in the inspection. We spoke with some of you during our visit and you were interesting to talk to, very polite and helpful. You spoke enthusiastically about enjoying school and all the things you take part in. I enjoyed watching the video link with a school in New York. However the the school needs to improve certain aspects of its work with some urgency. We have judged that your school needs a 'notice to improve' and that a further check will be made by inspectors on how well it is doing.

These are the things that the school does well:

- children get off to a good start in the Reception classes
- staff take good care of you and provide good additional support for those of you who need extra help with your learning
- staff encourage you to eat healthily and to keep fit
- you behave well and are keen to take on responsibilities and to do jobs around school
- you benefit from many clubs, educational visits and special events. 'Future Flyers' really enjoy the opportunities they have to develop their sporting skills
- links with other schools around the world help you to understand about life in other countries.
- the staff respond to the concerns and suggestions of your parents and carers.

We have asked the school to work on the following things.

- You need to do much better in writing and mathematics. Teachers must use the information on how well you are doing to carefully plan work that is right for each one of you, neither too hard nor too easy, so that you all make the best progress possible.
- The school's leaders must plan more carefully the actions that need to be taken to help you do better in your learning. It must check that these are working and that you are all making better progress and reaching higher standards in your work.

Thank you again for your help. You can all do your bit to help by working hard in lessons and continuing to enjoy all that you do in school.

Yours sincerely

Peter Thrussell Lead inspector

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