

Jessie Younghusband Primary School

Inspection report

Unique Reference Number	125880
Local Authority	West Sussex
Inspection number	340860
Inspection dates	14–15 July 2010
Reporting inspector	Sheila Browning

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Martin Tomlinson
Headteacher	Sue Patrick
Date of previous school inspection	13 June 2007
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Introduction

This inspection was carried out by three additional inspectors. Meetings were held with groups of pupils, governors, and members of staff. The number of lessons observed was 15, and 16 teachers were seen. Inspectors looked at a variety of documentation, including monitoring records, development plans, policies, and safeguarding documentation. They analysed questionnaires returned by 96 parents and carers, 115 pupils and 19 staff.

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

- the effectiveness of the strategies to improve pupils' achievement in mathematics and science in Years 3 to 6 and pupils' writing in Years 1 and 2
- the apparent strengths in Early Years Foundation Stage and whether they are leading to excellent outcomes especially in children's early writing skills
- pupils' understanding of, and involvement in, communities outside the local area.

Information about the school

In this average-sized school, the large majority of pupils are of White British heritage and very few are from ethnic minorities. The proportion of pupils who are eligible for free school meals is below average. Though average overall, the proportion of pupils with special educational needs and/or disabilities in some year groups is much higher than in others. Of these, most have specific learning difficulties, including dyslexia or behavioural, emotional or social learning difficulties. The school provides for children in the Early Years Foundation Stage in one Reception class. The school has several awards, including for promoting pupils' healthy living.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Pupils' achievement, in their academic work and their personal development, is excellent. Pupils and their parents and carers are very positive about the school. 'A very happy family' and 'My child absolutely loves it all' are among the many written comments sent to inspectors. From their start in Reception right through to Year 6, pupils gain high levels of confidence, have pride in their achievements and really enjoy their learning. Throughout the school, there is a genuine celebration of pupils' learning, as evident in the excellent topic books, displays of work and strong focus on promoting enjoyment for reading and writing. The excellent personal care by staff ensures pupils feel very happy and safe at school and show an excellent understanding of the importance of leading healthy lifestyles. They are very well prepared for the next steps in their education. Behaviour is excellent and attendance high, indicating how much pupils enjoy school. Pupils contribute very responsibly as helpful 'squabble busters' around school and at playtime, and through the school council, and participation in a wide range of activities and events is high.

Outstanding teaching and learning, together with a vibrant curriculum, are major contributory factors to pupils' excellent achievement so that by the time they leave in Year 6, their attainment is high. As one pupil told inspectors: 'There's never a dull moment!' Relationships are excellent. Teachers have high expectations of what pupils can achieve. They are knowledgeable, share learning intentions, use new technologies and questioning skills most successfully and make learning fun. Marking is often of high quality, which means pupils are very clear about the next steps to improve their learning. Children's outcomes are excellent in Reception. At times, however, the well-worn quality of some of the resources and the appearance of the environment do not motivate the children enough.

A key factor to the school's success is the outstanding leadership and management. The headteacher, senior leadership team and governing body set very high expectations. All are united in the shared vision for 'everyone to aim high and try to achieve their full potential, whether in academic work, sport or play'. Challenging targets are exceeded. Self-evaluation is most effective and is the result of rigorous tracking and monitoring systems. The success of the whole-school focus on improving pupils' achievement in writing, mathematics and science, alongside the many other strengths, reflect the school's excellent capacity to continue and sustain its drive for improvement. The exciting curriculum reflects the many national awards received. Information and communication technology (ICT) art, music and sports are further enriched through the significant partnerships with local schools and the local authority, and the very close partnership with the neighbouring special school. Pupils are very engaged in the local

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community and abroad, but their understanding of ethnic diversity in the wider United Kingdom community is underdeveloped.

What does the school need to do to improve further?

- Raise children's awareness of the diversity in our national community today by:
 - creating links with another school in the United Kingdom.
- Improve the quality and use of resources and the appearance of the learning environment in the Reception class so that it is stimulating and motivates high quality independent learning at all times.

Outcomes for individuals and groups of pupils

1

The trend in attainment for the last five years has been significantly above average. Results in national tests confirm what is seen in lessons and in pupils' work. Pupils are confident, fluent and demonstrate secure skills and knowledge. All pupils achieve equally well, with no significant differences between any groups or abilities. Observations of lessons showed that Year 3 pupils shared their knowledge of story writing; when thinking about endings for their pirate stories, they used words and phrases such as 'malevolent', 'yashmak', and 'then he saw nothing' or 'it could end in a riddle'. Older Year 6 pupils enthusiastically created complex computer games based on their work about Ancient Egypt and confidently used sound and animation and tested them for each other. Mathematics skills are improved through the many opportunities the pupils have to work on problem-solving activities. These include translating shapes and plotting new coordinates in Year 5 or charting and writing about ant facts in Year 2. Year 4 pupils thoroughly enjoyed the challenge to construct electrical circuits ? a safety switch for a lawn mower and a sensory one for a burglar alarm. All pupils listen well and concentrate and this helps them to quickly identify the main points they are learning. Pupils are particularly proud of their work in topic books, which indicates their research, excellent presentation skills and in-depth knowledge of the Aztecs, Ancient Egyptians and Tudors.

The excellent progress in pupils' learning extends to their personal development. All pupils have a range of responsibilities either as school councillors, 'squabble busters' or members of the eco team. Pupils are very clear about their own and each other's safety, Year 6 pupils entered a cyber-bullying website competition and pupils contribute to a committee report on behaviour each term. The eco team has led assemblies about recycling and saving energy, and has built a green house from plastic bottles. Pupils know a great deal about healthy lifestyles, and the cookery club is a member of the government-led 'Let's Get Cooking' programme. High numbers participate in sports festivals, competitions, local training and events. The school has several awards, including Healthy School Status, Investors in Health, Active Mark, Travel Mark and Eco schools silver award, reflecting their commitment to extending pupils' understanding. Children with special educational needs and/or other disabilities make good and often outstanding progress because good-quality targeted intervention is in place. Those who

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are gifted and talented are further challenged through additional programmes. Pupils' spiritual, moral, social and cultural awareness is excellent. They have high expectations of how they and others should be treated, have entertained senior citizens with their tea dance and enjoy each other's company. As one pupil said, typically reflecting the views of others: 'Everyone gets someone to play with.'

These are the grades for pupils' outcomes

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

How effective is the provision?

The trend in attainment for the last five years has been significantly above average. Results in national tests confirm what is seen in lessons and in pupils' work. Pupils are confident, fluent and demonstrate secure skills and knowledge. All pupils achieve equally well, with no significant differences between any groups or abilities. Observations of lessons showed that Year 3 pupils shared their knowledge of story writing; when thinking about endings for their pirate stories, they used words and phrases such as 'malevolent', 'yashmak', and 'then he saw nothing' or 'it could end in a riddle'. Older Year 6 pupils enthusiastically created complex computer games based on their work about Ancient Egypt and confidently used sound and animation and tested them for

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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These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders at all levels have a detailed understanding of the school's strengths and areas for improvement through very effective monitoring of teaching, learning and pupils' progress. Such information has been used successfully to target specific areas such as improving pupils' achievement in mathematics and science in Years 3 to 6 and pupils'

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writing in Years 1 and 2. The visionary headteacher and senior leaders are ably supported by other staff and the governing body in securing improvement. The role of subject leaders has been developed significantly so that they are accountable. They share the ambition 'to provide the best'. The experienced and dedicated governing body challenge the school most effectively, for example in support of the school's sustainability, succession planning and induction of new staff for next year. In addition, a potentially negative trend in attainment for pupils with special educational needs and/or disabilities has been tackled successfully. This has also led to governor training in dyslexia and reflects strength in promoting equality and tackling any discrimination. School leaders and governors have ensured that policies and procedures to safeguard pupils are coherent. The vetting of staff is secure and risk assessments are regular.

Strong partnerships with external agencies and providers support learning, teaching and pupils' well-being. The school has a very supportive 'Friends Association' that raises funds and organises special events. Parents and carers are regularly consulted on school matters; for example, at their request, a new reading scheme was adopted. The 'Moodle' (virtual learning environment) available through the website gives parents additional information to the regular meetings, reports and newsletters. Many parents and pupils join staff and governors termly for a 'Grounds Day'. The school's record of success shows it has an excellent capacity for further improvement. The school promotes community cohesion effectively and has strong links with Chichester's twinning with Chartres in France and with a school in that area. The school recognises that it can do more to promote community cohesion through contact with adults and children representative of the wider cultural diversity in the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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	1

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Early Years Foundation Stage

A welcoming caring atmosphere, strong links with parents and carers and very good transition arrangements help the children to settle quickly. Excellent leadership and management have secured outstanding links with parents and carers, and especially with a nearby special school that is exceptionally beneficial to the children and adults of both schools. Extremely close teamwork and a consistency of approach by staff ensure a happy learning environment. In response to excellent teaching, children achieve extremely well from above expected starting points and, by the time they leave Reception, they are well set up for their start in Year 1. Children are totally engaged as they complete a mini-beast survey, for example, make treasure maps and hide treasure in the sandpit to be dug up. They are able to write simple sentences and increasingly know the sounds that letters make when writing. They take turns when making boats from craft materials and talking about how they might sail or mould dough to make shells. Children's behaviour is exemplary. They know about healthy foods and that vegetables and fruit are good, but that they should cut down on junk food. They use their imagination, are creative and enjoy drawing pictures and fact-finding about sea creatures. While inclusion and attention to children's welfare are paramount, the learning environment, though safe and well organised, is not vibrant and attractive, and resources look well worn and not very enticing. Teachers' high expectations ensure high levels of achievement and children make outstanding progress, including in their early writing skills. They have a good balance of teacher-led and self-chosen activities, both within the classroom and outside, but are not yet confident independent learners. A learning journey and observation notes are used well to provide evidence of children's progress. Any children requiring extra support to build confidence or skills are supported well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A very large majority of parents and carers who responded to the inspection questionnaire were highly satisfied with the overall provision made by the school. Typical of the many comments received were: 'We are so happy with the school' and 'My children are having a wonderful time.' These comments match inspection findings. However, a few felt their children were not making enough progress and that their

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child's particular needs were not met. Inspectors found pupils' progress to be excellent and that the school works effectively to ensure pupils are equally successful.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Jessie Younghusband Primary 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	66	27	28	4	4	0	0
The school keeps my child safe	77	80	18	19	1	1	0	0
The school informs me about my child's progress	50	52	42	44	1	1	0	0
My child is making enough progress at this school	42	44	41	43	9	9	0	0
The teaching is good at this school	55	57	33	34	3	3	0	0
The school helps me to support my child's learning	49	51	38	40	5	5	0	0
The school helps my child to have a healthy lifestyle	57	59	39	41	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)	56	58	32	33	3	3	0	0
The school meets my child's particular needs	46	48	38	40	9	9	0	0
The school deals effectively with unacceptable behaviour	53	55	38	40	3	3	1	1
The school takes account of my suggestions and concerns	39	41	45	47	5	5	0	0
The school is led and managed effectively	69	72	22	23	2	2	0	0
Overall, I am happy with my child's experience at this school	61	64	26	27	5	5	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



16 July 2010

Dear Pupils

Inspection of Jessie Younghusband Primary School, Chichester, PO19 5PA

Thank you for helping us when we visited your school. We really enjoyed hearing about all the fun things you learn and do. We agree with you that yours is an outstanding school. We were very impressed with your excellent behaviour and attitudes and how much you enjoy each other's company. You are very proud of all your responsibilities and achievements and you should be. You told us how well the school looked after you and helped you to do your best. You are taught very well and your teachers try hard to make your learning interesting and fun. As a result of good and often outstanding teaching, you make outstanding progress so that by Year 6, you reach much higher standards than most boys and girls of your age. You clearly understand what you need to do to improve your work. Your curriculum is impressive as so many of you are involved in extra activities in sports and music. We thought both of your concerts were excellent. Well done to all of the musicians! You have an excellent understanding of how to stay safe and lead healthy lives. Between the Eco club, school council and 'squabble busters' many of you contribute to making the school a safe, happy and eco friendly school. Your headteacher, staff and governors are working very hard to make things even better, to help with this we have suggested that they do two things.

- Make sure you learn about how people who are from different cultures live in the wider United Kingdom today.
- Make sure that the learning areas, resources and equipment in the Reception class are much more exciting and lively so that children want to find out things for themselves and become more confident independent learners.

You can help too by continuing to work hard and finding out as much as you can.

Yours sincerely

Sheila Browning

Lead inspector

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