

William Penn School

Inspection report

Unique Reference Number	126002
Local Authority	West Sussex
Inspection number	340892
Inspection dates	13–14 July 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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Margaret King-Tours
Headteacher	Stephen Kear
Date of previous school inspection	8 July 2008
School address	Brooks Green Road Horsham RH13 8GR
Telephone number	01403 741274
Fax number	01403 741799
Email address	head@williampenn.w-sussex.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. Four teachers were seen and eight lessons observed. There were informal discussions with pupils and parents, and meetings were also held with the headteacher, governors, staff and a group of pupils. Inspectors looked at documents, including the school improvement plan, monitoring files, data on pupils' progress, documents relating to safeguarding, and the results of questionnaires returned by staff, pupils and 40 parents and carers.

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

- pupils' attainment and their progress, noting any differences between boys and girls, and how well teaching contributes to pupils' learning
- the effectiveness and use of assessment and the support systems to drive improvement
- the role of leaders and managers at all levels, including governors, in securing and sustaining improvements, particularly relating to pupils' attainment and progress and the quality of teaching
- whether the overall effectiveness of the Early Years Foundation Stage is as good as the school indicates.

Information about the school

William Penn is a small village school with a Quaker foundation. Most of the pupils are from White British backgrounds. Few pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is well below that found in other schools. Pupils are taught in mixed age classes, covering two year groups. This includes children in the Early Years Foundation Stage who are taught in Reception alongside a number of Year 1 pupils. The school holds Healthy School status, Activemark and Silver Eco School awards.

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?

2

The school's capacity for sustained improvement

2

Main findings

William Penn is a good school. Staff are proud to work here and share a common goal for school improvement, ensuring that pupils make good progress in their learning and personal development, with excellent spiritual, moral, social and cultural development being a contributory factor. This is against a background of the school's Quaker principles and the excellent care, guidance and support provided, with pupils feeling extremely safe and secure in their school surroundings. The very high respect that staff show to pupils results in pupils' exemplary behaviour and extremely positive attitudes to school and learning. Pupils look out for each other, with older pupils well aware of their responsibility for the care and support of younger ones. They see the school as a family that wants to learn, but also to enjoy its time in school. This is very evident in the 'Wake up, Shake up' sessions at the start of each day, where older pupils take a lead and all join in with great enthusiasm.

Pupils make good progress throughout the school. They get off to a good start in Reception, moving forward well in all of the areas of learning. Writing is a relatively weaker aspect of their development both on entry to Reception and when they leave to join Year 1. Staff have recognised this and are introducing more opportunities for children to choose activities for themselves that draw on their particular interests, and provide more opportunity and incentive for them to develop their early writing skills. This year, improvements to teaching in Key Stage 1 have resulted in overall above average attainment at the end of Year 2, but with standards in writing being average. Although yet to impact on attainment and progress, more opportunities are now being provided, through developments in topic work, for younger pupils to write for a purpose about things that are of particular interest to them. This approach has greatly benefited older pupils, with regular opportunities to write at length, and guidance on how to evaluate and improve their own and each other's work. Attainment at the end of Year 6 in English and mathematics has been average in recent years, influenced to an extent by the differing sizes and make up of year groups of pupils, and restricted by some past underachievement. However, pupils in the Years 5/6 class make especially good progress due to much outstanding teaching that challenges them to always do their very best. The small numbers of Year 6 pupils in this class have exceeded the targets set for them in English and mathematics.

The quality of teaching has improved as teachers have become increasingly confident in their assessment of pupils' learning and progress, and their understanding of the different levels at which pupils are working. Whereas teachers use this assessment information effectively to identify ability groups in their classes, the use of this information to plan the next steps in their learning and match work more precisely to

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

pupils' different needs and aptitudes is less secure. As a result, occasionally higher attaining pupils, in particular, are not sufficiently challenged and their progress slows, and this is one of the reasons why, at this stage, this is a good rather than outstanding school.

The school's good self-evaluation identifies its strengths and areas for development and enables it to plan actions that effectively bring about further improvements. These include sustaining and improving the quality of teaching and learning through a number of staff changes and raising the level of attendance to above average. These developments show that the school has a good capacity for further improvement.

The school's good self-evaluation identifies its strengths and areas for development and enables it to plan actions that effectively bring about further improvements. These include sustaining and improving the quality of teaching and learning through a number of staff changes and raising the level of attendance to above average. These developments show that the school has a good capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment and progress in writing, especially in the Early Years Foundation Stage and Key Stage 1, by providing more opportunities for writing that draw on pupils' interests and developing skills.
- Ensure that the fullest use is made of assessment information to plan the next steps in pupils' learning, particularly for higher attainers, so that all make the best progress possible.

Outcomes for individuals and groups of pupils**1**

Achievement overall is good for all groups of learners. The school monitors pupils' progress well and identifies those who are not doing as well as expected. Effective additional support is well planned to help them catch up. Similar support for pupils with special educational needs and/or disabilities enables them also to make good progress. Inspectors observed no difference in the learning of boys and girls. Pupils enjoy lessons and generally make good, and at times outstanding, progress. Excellent learning was observed in a mathematics lesson for older pupils. From the start, the teacher urged pupils not to be frightened to 'have a go'. Consequently, they rose to the challenge to devise their own number patterns and sequences based on rules that they had set. They discussed and agreed how they would evaluate the success of their work. Very astute comments and questions from the teacher and assistant throughout the activity both challenged pupils further and boosted their confidence in what they were doing. Pupils clearly demonstrated their ability to apply mathematical skills, to take the initiative in their learning and to work cooperatively. In another mathematics lesson for younger pupils, work on measurement was not sufficiently challenging for pupils who were working independently. Many quickly finished the activity and were unsure of what to do next, limiting the progress they were able to make. The activity for lower attaining pupils, although more practical, involved measures that were more complex than those

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

being used by other groups, so restricting their learning. Pupils are highly skilled in their use of information and communication technology (ICT) to support their learning, both in school and through computer links with homes.

Pupils have an excellent understanding of what constitutes a healthy lifestyle and this is recognised in the school's national awards. They are keen to eat healthily and take full advantage of the sports and physical activities on offer. Pupils share school events, such as May Day, with the local community and make a good contribution to the life of the school. The school council helps to organise fundraising events, showing pupils' concern for the wider world. The eco council helps to raise pupils' awareness of environmental issues and how they can be addressed. Assemblies are special occasions, where pupils are able to reflect on their own lives and those of others, such as the pupils in their partner school in Kenya. Given their acquisition of basic skills, and outstanding aspects of personal development, pupils are well prepared for their future life and learning.

These are the grades for pupils' outcomes

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

How effective is the provision?

Excellent relationships generally ensure pupils' full attention in lessons. Lessons are well

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

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

planned and prepared, so that a good pace is maintained, particularly evident when teachers set a specific time for pupils to complete activities. Teachers use interactive whiteboards well to enliven introductions, demonstrate learning and check pupils' understanding. This enables them to quickly settle to activities with a clear understanding of what they are expected to achieve. Very occasionally, however, introductions do not fully engage pupils so that a few become restless and start to switch off from learning. Teachers use ongoing assessments to provide pupils with individual targets that show them how to improve their work. These are particularly effective for older pupils, as they guide them towards the challenging levels they are eager to reach at the end of Year 6. In a few lessons, pupils' access to learning and activities relies more on adult support than on work that is more carefully matched to their different abilities and aptitudes. As a result, this constrains their ability to approach their work with greater independence and confidence.

In recent years the schools has focused strongly on improving its provision for literacy and numeracy. For example, more attention to guided reading, with a greater choice of texts, has widened pupils' vocabulary and interests and effectively improved their reading comprehension skills. Topics are planned that draw on pupils' interests and experiences, and add purpose and creativity to their learning. These provide good opportunities for pupils to apply and develop their skills from different subjects, although the school recognises that more has to be done to incorporate writing skills, in order to raise writing standards further. The excellent provision for pupils' personal development and well-being is strengthened by the appointment of a learning mentor. A good range of visitors and visits, including a residential visit, helps to bring learning to life, and popular after-school clubs effectively promote pupils' social development. Good community links provide further opportunities, for example a local potter helps with the clay club. Close partnerships with local schools make further provision for sport, and for gifted and talented pupils.

All pupils are well known by staff who ensure their safety and well-being and very quickly pick up on any concerns they may have. The very considerate care and support that pupils show for each other are highly significant in the life of the school. The school goes out of its way to support any pupils who have specific language or learning needs, fully including them in the life of the school and drawing, where necessary, on the support of outside specialists. There are very good transition arrangements for pupils moving on to secondary schools, which help them quickly settle into their new surroundings.

These are the grades for the quality of provision

<p>The quality of teaching</p>	<p>2</p>
<p>Taking into account: The use of assessment to support learning</p>	<p>2</p>
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	<p>2</p>

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

The effectiveness of care, guidance and support	1
--	----------

How effective are leadership and management?

The headteacher, staff and governors are clear about the actions needed to drive school improvement. A particular strength is the way leadership and management roles are shared and maintained, especially when there are staff changes or extended leave is taken. This ensures that well-planned actions to bring about improvement continue to be effective. Governors monitor these actions carefully and challenge the school well on its performance. They are supportive of the school's work, share in the promotion of its special caring ethos, and ensure that safeguarding arrangements are fully in place and adhered to. The monitoring of teaching and learning is thorough. Development points are acted on, so that improvements in the quality of teaching and learning continue to be made, and any unevenness tackled. Equality of opportunity lies at the heart of all of the school's work and is extremely well promoted. The school has excellent links with parents and carers, encouraging them to play a positive part in their children's learning. As well as regular and informative newsletters, home/school computer links provide opportunities for them to support their children's learning. Informative meetings, for example on the school's approach to teaching mathematics, have also been beneficial. The school promotes community cohesion effectively. It has carried out an audit of its promotion of pupils' understanding and respect for different communities and cultures and recognises that more needs to be done at a national level. It is part of the Africa project, organised by a local secondary school, with links already forged with a school in Kenya.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
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	2

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

Early Years Foundation Stage

Children make good progress from starting points which are generally in line with those expected at this age. Excellent links with parents and good induction arrangements ensure that children are very happy and quickly settle into school. This is strongly evident at the start of the day as children eagerly come into school and parents and carers chat with staff. Children's health, safety and well-being are promoted well, aided by excellent relationships with staff. Staff make full use of both the indoor and outdoor areas and there is a good balance between activities led by the teacher and those chosen by the children themselves. Children quickly learn to work and play well together, helping each other and taking turns. They greatly enjoy talking with adults. Adults take care to use opportunities to promote children's learning through careful questioning and discussion that builds on children's own observations and ideas, for example when looking at mixed up mini-beasts. Occasionally opportunities are missed to widen the scope of this interaction in order to continually promote different areas of learning. Staff have focused over the last year on observing and recording children's development and progress during children's freely-chosen activities, in order to plan more carefully the next steps in their learning. These, along with observations from parents and carers, contribute towards the comprehensive learning journals for each child that carefully map out their progress and development. This has highlighted relative weaknesses in writing to which staff are responding.

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

Almost two thirds of families responded to the inspection questionnaire. Parents and carers are overwhelmingly happy with their children's experience of school and express the view that their children are safe and enjoy their time here, and that the school is well led and managed. These views are strongly evident in the additional comments made, a typical example being, 'The environment is supportive, teaching is rigorous, and progression is taken seriously. Socially and emotionally my son has grown in confidence and is the happiest he's ever been.' The inspection confirms these very positive views of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at William Penn 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 93 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	98	1	3	0	0	0	0
The school keeps my child safe	37	93	3	8	0	0	0	0
The school informs me about my child's progress	25	63	15	38	0	0	0	0
My child is making enough progress at this school	30	75	8	20	2	5	0	0
The teaching is good at this school	34	85	6	15	0	0	0	0
The school helps me to support my child's learning	30	75	10	25	0	0	0	0
The school helps my child to have a healthy lifestyle	31	78	9	23	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)	27	68	12	30	0	0	0	0
The school meets my child's particular needs	28	68	12	30	0	0	0	0
The school deals effectively with unacceptable behaviour	28	70	10	25	0	0	0	0
The school takes account of my suggestions and concerns	31	78	9	23	0	0	0	0
The school is led and managed effectively	38	95	2	5	0	0	0	0
Overall, I am happy with my child's experience at this school	36	90	4	10	0	0	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.



15 July 2010

Dear Pupils

Inspection of William Penn School, Horsham RH13 8GR

Thank you for taking part in the inspection. We spoke with some of you during our visit and found you interesting to talk to, and extremely polite and helpful. You spoke very enthusiastically about enjoying school and all the things you take part in. We agree with you and find that William Penn is a good school.

These are some of the things that the school does well.

- Children get off to a good start in Reception.
- You work hard in lessons.
- The school looks after you extremely well and ensures that you all have the same good opportunities to learn and develop.
- Your behaviour is outstanding and you always look out for each other.
- You have an excellent understanding of how to keep safe, healthy and fit.
- The school encourages your parents and carers to support you in your learning.
- Your headteacher, staff and governors are doing a good job.

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

- Some of you could do a little better in your writing, especially those of you in the Reception and Years 1 and 2. The school should provide more opportunities for you to write about things that particularly interest you, and check that you are making the best use of your writing skills.
- Many lessons challenge you really well in your learning so that you make good progress. In a few lessons, however, teachers need to make as full use of their information on how well you are doing when planning work. This will ensure that the work is challenging and just right for each one of you, not too easy and not too hard, so that all of you make the best progress possible.

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

Yours sincerely

Peter Thrussell

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.