

# Arundel Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	126019
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	340896
<b>Inspection dates</b>	27–28 January 2010
<b>Reporting inspector</b>	David Collard

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	163
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rod Sharman
<b>Headteacher</b>	Andrew Simpson
<b>Date of previous school inspection</b>	6 November 2006
<b>School address</b>	Jarvis Road Arundel West Sussex BN18 9HT
<b>Telephone number</b>	01903 883149
<b>Fax number</b>	01903 883075
<b>Email address</b>	office@arundel.w-sussex.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	27–28 January 2010
<b>Inspection number</b>	340896

---

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](mailto: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](mailto:enquiries@ofsted.gov.uk)

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

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. Inspectors spent about half their time looking at learning, visiting twelve lessons or parts of lessons taught by eight teachers. As well as this, there were meetings held with staff, governors and pupils, and some informal discussions with parents. Inspectors observed the school's work, and looked at various documentation provided by the school, including policies, safeguarding information and minutes of governing body meetings. They analysed 63 parental questionnaires as well as questionnaires completed by some pupils and staff.

They looked in detail at the following:

- How well pupils make continuously good progress through the school, given that outcomes for pupils appear to fluctuate between different key stages.
- How much the school has improved since the last inspection and whether it is on track to fulfil its aim of becoming an outstanding school.
- Whether the school's self-evaluation is a true reflection of the present position.

## Information about the school

This average-sized primary school serves its local area and, as its reputation has improved, is increasingly taking pupils from much further afield. The proportion of pupils with special educational needs and/or disabilities is broadly average although the proportion with a statement of special educational needs is below average. Almost all pupils come from a White British heritage. A new headteacher and deputy headteacher were appointed in September 2009. The school has achieved the National Healthy Schools Status and the Activemark award.

**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

This good school has come a long way since its previous inspection and now produces outstanding outcomes for its pupils. Attainment has risen to above average levels for those in Year 6, demonstrating the good academic progress that pupils make in their time at the school. The opportunities and activities on offer continue to be improved and enriched through very well-planned lessons. The highly competent headteacher, with the active support of all staff, is embedding high ambitions. The consequence of this is the development of pupils' very good ability to think for themselves, which helps to prepare them well for their future lives. All of this shows that the school has a good capacity to improve further. Self-evaluation is realistic, if not a little too harsh in some areas, but clearly demonstrates the high expectations that are being set for future developments. This has ensured that the school has correctly identified the key areas for improvement. These include some embedding of provision in the Early Years Foundation Stage and making even better links between different subjects.

Pupils are well-mannered, polite and keen to learn. They have exemplary behaviour, both when supervised in lessons and when playing outside. They fully understand about how to stay healthy, fit and safe and, through the good connections with schools both nationally and abroad, are gaining an excellent understanding of the world around them. They are proud of their achievements and those of their school. Typical comments in the pupils' questionnaires include: 'This school is amazing; we learn loads and have fun.' Much of this evident security comes from the outstanding care, guidance and support pupils receive and is particularly noticeable in comments made by those who have recently joined. These pupils feel welcomed, nurtured and supported.

Children make a satisfactory start to their school life in the Reception class. They quickly develop good social skills and the basics of language and number, although there is insufficient balance between teacher-directed and independent activities. Through the rest of the school, pupils' skills continue to develop well and progress becomes even more rapid in Key Stage 2. Teaching through Years 1 to 6 is nearly always good with some that is outstanding. Lessons move at a brisk pace and engage pupils in learning through well-planned practical activities. This all makes for lessons that are interesting and challenging. Analysis of assessment information points staff towards those pupils who need extra support and quickly enables whole school initiatives to be introduced. The headteacher and deputy headteacher have taken much of the lead on these improvements but increasingly, through good professional development, other members of the curriculum teams are playing their part. Governors have also improved their support and challenge to the school and are able to direct and monitor improvements well. Consequently, the school is well on its way to fulfilling its ambition of becoming

**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

one of the best.

## What does the school need to do to improve further?

- Raise the quality of provision, teaching and children's progress in the Early Years Foundation Stage to that of the rest of the school by:
  - providing a better balance between direct teaching and independent play
  - ensuring play activities are carefully planned and structured to promote good progress in learning.
- Ensure pupils' attainment is high across a wide range of subjects by making stronger links between the various specific skills that need to be learnt in each subject.

## Outcomes for individuals and groups of pupils

**1**

While academic progress is good, many aspects of pupils' personal outcomes are exemplary. This all leads to pupils who are confident and committed to doing well at school. Pupils in Year 6 have high aspirations about what they want to achieve and, with the good basic skills they develop, have the capability to do so. In lessons, pupils explain their ideas clearly and, in the older classes, this is also evident in the extended pieces of writing, numeracy and scientific research and investigation that they undertake. The satisfactory start in the Early Years Foundation Stage means that, by Year 1, pupils are working at least at the age-appropriate level in communication, language and numeracy. Progress then accelerates year on year through the school and is at its highest in Years 5 and 6. For example, in one English lesson, older pupils were able to make informed decisions from a difficult piece of text and then went on to use this in their role-play about the characters. In another, the highly focused sharing of ideas meant that pupils could say what they liked or disliked about the text. This strong teaching has resulted in a noticeable improvement in national test results. More accurate assessment information has identified pupils who need extra support or who are capable of achieving more. These groups also make similarly good progress.

This is only part of the story as pupils are also being given good opportunities to develop strong personal skills by working in pairs, taking responsibility for decision-making and working on their own research. High quality displays celebrate many of these achievements, such as the space-centre in one classroom or the working volcanoes in another. Pupils also increasingly understand about how others live and are willing to support them if needed. There are established links with a school in London, which one class has visited, and a school in Sierra Leone which a teacher is about to visit. In discussion, pupils were able to talk objectively about the differences between these different cultures and traditions. This, along with the solid Christian traditions embedded within the school, ensures that pupils' spiritual, moral, social and cultural development is outstanding.

*These are the grades for pupils' outcomes*

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

There are a number of common strengths within the good teaching. Individual lesson plans are of very high quality. They define what will be learnt and by whom, how this will be achieved and they set out exciting activities to achieve it. In the best lessons, teachers also second guess what might go wrong. For example, in one class, the teacher planned an alternative use of a teaching assistant should a pupil need high levels of support. Previous assessments are also used well, for instance, in organising the setting arrangements for English or to show pupils what they need to do next. Lessons move at a good pace and activities are switched when concentration wanes. On the few occasions when teachers are not so perceptive, teaching is satisfactory. The outstanding teaching is characterised by all the best elements, combined with exceptionally high expectations about what pupils are capable of. When this happens, concentration levels are high and pupils' work is of a very good standard. Information and communication technology has improved since the last inspection and is now an integral part of lessons. For example, pupils can choose to use computers and are able to decide for themselves when it might be most useful. In one class pupils were starting to develop an animated story and then videoing it to help them with their understanding. While cross-curricular opportunities are good, the school is still developing these links so that they are used equally well throughout all classes in all years. The exemplary outcomes in aspects of pupils' personal development have come about through secure and comprehensive

<sup>1</sup> 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

arrangements for the care and support of pupils. All staff know their pupils well and policies and procedures to keep everybody safe are extremely robust. Parents rightly feel that this is an area that has been significantly tightened and improved.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher has the full confidence of the staff, governors and parents. To further confirm this, all pupils in their questionnaire feel that the headteacher and senior staff are doing a good job. The headteacher sets high standards and has made it clear what is expected, even down to eliminating classroom clutter! He and the deputy headteacher form a strong partnership, driven by clear and innovative ideas about how to develop the school further. All this has set the tone for improvement to fulfil the aim of being an outstanding school. The very realistic school improvement plan, based on a thorough analysis of the school's true position, is driving this forward well. Developments, such as the newly introduced phonics and writing methods and the introduction of curriculum teams, in which all staff are involved, have improved pupils' academic achievements. This is also ensuring that equal opportunities are enjoyed by all and that there is no discrimination. To help this, there are further plans to raise all teaching to that of the best by developing the expertise of the middle managers so that they can take a more active role in monitoring.

Governors have developed their role well and are in the early stages of ensuring that all new developments are both assessed for their effectiveness and challenged when they do not produce what has been promised. Safeguarding procedures are particularly robust. Governors have audited the provision for community cohesion and are now working through an action plan to develop further the already strong aspects of local, national and global links. Parents' views are taken seriously. Responses from both the inspection and the school's own questionnaires show that parents appreciate the good communication and the opportunities for them to become involved with the school, such as by developing the outside area and through family learning.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	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

<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Early Years Foundation Stage**

Children enjoy their start to school life and behave very well. They start school with skills near to the levels expected for their age and make satisfactory progress, particularly when they learn through play. Consequently, attainment is broadly in line with expectations by the end of the Reception Year. Teaching is satisfactory and generally planned to ensure progress is made. It is not always sharply focused enough on what children are expected to learn or on how to stretch those children who have higher potential through play activities. In one session, using the newly introduced approach to phonic teaching in the school, children were kept too long on the carpet and they were not clear what was expected of them. As a result, some, particularly the more able, were not fully involved. Nevertheless, most made some progress due to the good support from the teaching assistant and the encouragement by the teacher during their independent writing. This support ensured that they all enjoyed writing and that they developed better skills. The classroom is enticing and the outside area, recently refurbished, provides a good extension to play and learning activities. Leadership, provided by the deputy headteacher since September, has defined well where improvements can be made and a good start has been made through using the expertise of outside consultants. Evidence of its impact can be seen in the improved use of resources and more effective teaching methods, although these are not yet fully embedded in every lesson, every day.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	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

## **Views of parents and carers**

Parents and carers are highly supportive of the school. Their responses to the questionnaire show that they are in unanimous agreement that their children enjoy school, are encouraged to lead healthy lifestyles and are prepared well for the next stage of their education. There is very little disagreement in any other areas although a very small minority would like more information about their child's learning and have concerns about the progress their children are making. The inspection team generally confirms their opinions but feels that the school is making every effort to find ways of improving how to keep parents and carers informed about their child's progress.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Arundel Church of England 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 163 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	78	14	22	0	0	0	0
The school keeps my child safe	48	76	13	21	1	2	0	0
The school informs me about my child's progress	34	54	26	41	2	3	1	2
My child is making enough progress at this school	33	52	23	37	4	6	2	3
The teaching is good at this school	33	52	28	44	1	2	0	0
The school helps me to support my child's learning	37	59	20	32	5	8	0	0
The school helps my child to have a healthy lifestyle	33	52	29	46	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)	30	48	29	46	0	0	0	0
The school meets my child's particular needs	36	57	22	35	5	8	0	0
The school deals effectively with unacceptable behaviour	30	48	32	51	1	2	0	0
The school takes account of my suggestions and concerns	34	54	27	43	2	3	0	0
The school is led and managed effectively	48	76	14	22	1	2	0	0
Overall, I am happy with my child's experience at this school	44	70	15	24	3	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 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



29 January 2010

Dear Pupils

Inspection of

Arundel Church of England Primary School, Arundel BN18 9HT

Thank you for making us so welcome during our recent visit. We enjoyed talking to so many of you and hearing all about the work you have been doing. I am sure you will not be surprised to see that that we have said that yours is a good school. We also found that there are a number of outstanding features. Your school is well on the way to becoming one of the best! I promised some of you that I would tell you the main parts of our report. I have included these below.

- You told us that you thought you made good progress at school. We agree. Many of you reach levels that are above those expected of you by the time you leave. Keep it up! You also make excellent progress in your personal development. You behave exceptionally well and are a credit to both your school and your parents and carers.
- You also told us that you felt you were taught well. Again we agree. Your teachers plan your lessons very well and provide you with lots of exciting things to do. This makes sure that all of you improve and that you are prepared well for when you leave school. Some of the lessons we saw were outstanding.
- We have also said that you have an excellent understanding of how to stay fit, safe and healthy. This has helped your school achieve the National Healthy Schools Standard and the Activemark.

Your headteacher knows exactly what to do to make the school better and all the staff are supporting him to achieve this. We have suggested just a couple of things to make your school even better. These are:

- to make sure that the youngest children always have good opportunities to learn well through play, especially those who are capable of achieving higher levels
- to develop even better links between different subjects throughout the school.

You can help by continuing to work hard and suggesting lots of ideas that you think will help improve the school. Finally, we wish you every success for the future.

Yours sincerely

David Collard

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](http://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](mailto:enquiries@ofsted.gov.uk).**