

North Mundham Primary School

Inspection report

Unique Reference Number	125847
Local Authority	West Sussex
Inspection number	359954
Inspection dates	16–17 September 2010
Reporting inspector	Wendy Forbes

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	205
Appropriate authority	The governing body
Chair	Anthony Atkins
Headteacher	Julia Carey
Date of previous school inspection	5 November 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 13 lessons and all teachers were observed teaching. Inspectors visited all classrooms to look at displays, behaviour and resources, and held meetings with governors, staff and a group of pupils. Inspectors observed the school's work and looked at a wide range of school documentation including teachers' planning, pupils' work, the school improvement and curriculum plans, monitoring and evaluation records and the reports of the School Improvement Partner. They analysed 89 questionnaires returned by parents and carers, together with those completed by 118 pupils and 16 staff.

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

- The achievement of pupils, particularly the more able, to ascertain whether teaching and the curriculum are challenging enough.
- The progress pupils make in reading, writing and mathematics, particularly in Year 3 and Year 4.
- The impact of assessment and pupil tracking systems in raising achievement, especially in writing.
- The effectiveness of leaders and managers since the previous inspection in driving forward improvements.

Information about the school

This is an average-sized primary school organised in single-age group classes, including the Early Years Foundation Stage. Almost all pupils are from White British backgrounds. The current proportion of pupils with special educational needs and/or disabilities is broadly in line with the national average and includes pupils with specific learning as well as emotional and social needs. The proportion known to be eligible for free schools meals is well below average. The proportion of pupils from minority ethnic groups is also well below average and there are no pupils who speak English as an additional language. The school has received a number of awards including Artsmark Gold, Sportsmark, Activemark and Early Years Kitemark.

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 is a good school where parents and carers particularly value the outstanding level of care, guidance and support provided for their children. This is enhanced by the outstanding range of partnerships forged by the school. Questionnaires confirm parents and carers' positive views of the school. As one parent said, 'There is just such a family feel about the school... my child just loves coming to school each day.' At the heart of this happy school, which has improved significantly since the previous inspection, is the determination of the staff and governors, to provide the best possible education for its pupils.

Good teaching over time and a well-planned curriculum enhanced by a wide range of enrichment activities are significant factors in ensuring pupils make good progress throughout the school. By the time Year 6 pupils leave school, attainment is above average in English and mathematics, and high in reading and science. However, the attainment of more able pupils in writing is not as high as in reading and science. This is because teachers do not always put their good lesson planning into practice, to ensure that pupils of all ability groups are consistently challenged to do well in lessons.

The school provides excellent support for pupils with special educational needs and/or disabilities, with the result that they make good and sometimes outstanding progress. Teachers work closely with teaching assistants to provide high-quality individual support programmes as well as ensuring that these pupils play a full part in all lessons. Pupils' progress is tracked well by the school, ensuring that appropriate support is put in place for those who are identified as in danger of falling behind. Most pupils know their targets and the steps required to reach the next level as a result of effective marking and good quality oral feedback from staff. Pupils' good behaviour and productive relationships promote positive attitudes to learning, and support an excellent awareness of safety-related issues. Safeguarding procedures are exemplary. Good attendance and punctuality reflect pupils' desire to be at school. While pupils have a thorough understanding of their local community, their understanding of the ethnic diversity of other schools and communities in the United Kingdom and other parts of the world is underdeveloped.

Leadership and management have improved since the previous inspection. Subject leaders now take an active role in school improvement. School self-evaluation is generally accurate and, as a result, leaders set appropriately challenging targets. Information about progress towards targets is used well to monitor and improve outcomes and has been very effective in improving the rate of progress, most significantly in Years 3 and 4, and in raising attainment in English and mathematics. The governing body works in close partnership with the headteacher and other staff

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providing an extremely good balance of support and challenge. This shared commitment and significant improvements since the previous inspection reflect the school's continuing good capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment in writing by ensuring that teachers consistently provide all pupils, but particularly the more able, with tasks that are challenging and closely matched to their levels of ability.
- Raise pupils' awareness and understanding of the cultural diversity of the United Kingdom and the world through developing links with other schools and institutions that have greater ethnic diversity.

Outcomes for individuals and groups of pupils

2

Lessons observed during the inspection showed that pupils continue to develop good learning habits and attitudes as they move through the school from Key Stage 1 to 2. Pupils value learning and are eager to do well. As one pupil remarked, 'There is always something fun to do and always someone to help you if you get stuck.' In most lessons, pupils listen attentively and participate well in discussions, as seen in a Year 4 mathematics lesson where pupils were required to double two-digit numbers and report the solutions. However, in a few English lessons, the pace and challenge, particularly for the most able, was not as good. Consequently, these pupils did not achieve as much as they could have done. However, the school's data and inspectors' observations of pupils' work showed that a number of initiatives are helping to accelerate progress for this group of pupils. Intensive personalised support provided by teaching assistants and learning mentors helps to ensure that pupils, especially those with special educational needs and/or disabilities, make equally good progress as their peers. Good outcomes in English and mathematics, pupils' very positive attitudes to learning and the good progress they make, all help to ensure that pupils are well prepared for their secondary education and later life.

Pupils make good contributions to their school and wider community, enjoying responsibilities as members of the school and local youth councils, playground leaders or class monitors. Good spiritual, moral, social and cultural development is seen in pupils' friendships and sensitive support for each other. Behaviour is good throughout the school, characterised by general helpfulness and good manners. Pupils say that bullying and poor behaviour are rare occurrences. They feel extremely safe in school and know that teachers will help and support them with any worries they may have.

Pupils have a good understanding of healthy lifestyles. Many say how much they enjoy the activities provided to help them keep and stay fit and they are very enthusiastic about the opportunities to grow their own vegetables in the Key Stage 1 vegetable garden.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	1
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers' good subject knowledge and their understanding of pupils' needs ensure that they plan well for different ability groups, although not all teaching consistently challenges pupils in practice, particularly the most able in writing. As a result, the attainment of these pupils is not as high as it could be. Teachers are skilled in their use of information and communication technology, including the use of interactive whiteboards as a tool for introducing new skills and techniques.

Pastoral care is outstanding and pupils are known as individuals. Well-developed support systems within the school such as the work of the learning mentors and family support are complemented by an excellent range of partnerships with outside specialists to support the needs of vulnerable pupils, including those with special educational needs and/or disabilities. Pupils have individual learning targets for improvement and most, particularly the older ones, are involved in the assessment of their own learning. Pupils' work is marked carefully and pupils are provided with constructive feedback. Pupils say that this is helpful because it tells them how they can improve their work. Teachers use regular assessment effectively to identify any potential underachievement by individuals or groups, so that support can be put into place swiftly.

The good curriculum is enriched by well-planned cross-curricular links, specialist teaching in French, sport, art and music and an excellent range of enrichment activities. Pupils are very enthusiastic about opportunities provided to participate in the school's

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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special events such as Arts Week, curriculum theme days, and music and drama performances at school and in the local theatre. As one pupil said, 'The start of term was fantastic, we abandoned school uniform and came to school as a Roman... it was just like being in another world.' The school's good personal, social and health education programme is a strength of the curriculum that has a positive impact on the good outcomes for pupils, particularly the promotion of courtesy, good manners and respect.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher's drive for improvement has been communicated well to all staff, who share her determination to move the school forward. A culture of shared responsibility permeates the school, which is united and effective in driving continuing improvement. Prudent financial management and astute targeting of resources have ensured that the school gives good value for money. Effective systems are in place to monitor and evaluate the work of the school and there is an effective plan for further development to which all contribute.

The school has made good progress towards identifying and establishing improvements, to ensure that all pupils have equal opportunity to do as well as they can. The governing body is hard working and very supportive of the school's work. They take their monitoring roles very seriously and provide constructive feedback following visits to the school. They challenge the school and are aware of areas of relative underperformance. The school has developed satisfactory provision for global and cultural development within its community cohesion policy and links with the local communities are well developed. At the time of the inspection, all safeguarding procedures were very robust, reflecting best practice; all are fully in place and are monitored regularly. Health and safety measures are exemplary, with rigorous risk assessments routinely being carried out for all areas of the school and all activities.

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

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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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children generally start school with skills that are broadly as expected for their age, although relatively weaker in speech and language. As a result of good provision and excellent support, they settle quickly and happily into the day-to-day routines of school life. Good leadership and management and a strong partnership with parents and carers ensure that individual children's needs are quickly identified and appropriate support is provided to help children achieve their potential. Because of the welcoming and purposeful learning environment and outstanding support provided by staff, children are happy and confident learners and say they love coming to school. Happy, excited children could be seen in the role play area serving up 'breakfast' to a teaching assistant whose exceptional questioning helped stimulate children's interest into what foods they would need to eat to maintain a healthy lifestyle. A constant buzz of excitement generated as children explored and learned effectively through a good range of learning activities both indoors and outside. However, the free flow of these activities does not always provide children with sufficient opportunities to initiate their own learning as part of their regular routine in order to promote independence.

Teaching is good, especially with regards to letters, sounds and numbers. Because of this good teaching, enhanced by a good curriculum and effective organisation, by the time children enter Year 1, they have made good progress in all areas of learning except in writing, which remains a relative weakness. The school has appropriate plans to raise standards in writing, but these are too recent to have had any impact on outcomes. Day-to-day assessment of children's achievements is rigorous, with planning adapted to meet the needs of children as a result of excellent tracking and monitoring of 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

Teaching is good, especially with regards to letters, sounds and numbers. Because of this good teaching, enhanced by a good curriculum and effective organisation, by the time children enter Year 1, they have made good progress in all areas of learning except in writing, which remains a relative weakness. The school has appropriate plans to raise standards in writing, but these are too recent to have had any impact on outcomes. Day-to-day assessment of children's achievements is rigorous, with planning adapted to meet the needs of children as a result of excellent tracking and monitoring of progress. Most parents and carers who returned the questionnaires, or who spoke to inspectors, held very positive views about the school. Nearly all were happy with their children's experiences. Many commented favourably about how safe they felt their children were, and were pleased with how much the school had improved since the previous inspection particularly in the last year. Many parents and carers wrote positively about the school and its work. One typical example is: 'I think North Mundham is a wonderful school where my child has never been happier.' However, a small minority of parents and carers expressed concerns that the school did not always deal effectively with behaviour and a few felt that the school did not always provide their child with the level of support they needed. Inspectors judged that pupils' behaviour was good and that the school provided outstanding care, guidance and support for pupils, particularly those with special educational needs and/or disabilities. A very small number of parents and carers expressed individual concerns about aspects of the school, but there was no pattern or trend. Inspectors found no evidence to substantiate any individual concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Mundham Primary School 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	66	27	30	1	1	1	1
The school keeps my child safe	55	62	33	37	0	0	1	1
The school informs me about my child's progress	35	39	50	56	2	2	0	0
My child is making enough progress at this school	30	34	49	55	3	3	1	1
The teaching is good at this school	45	51	38	43	1	1	0	0
The school helps me to support my child's learning	44	49	33	37	7	8	0	0
The school helps my child to have a healthy lifestyle	51	57	36	40	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)	39	44	39	44	0	0	0	0
The school meets my child's particular needs	39	44	39	44	3	3	1	1
The school deals effectively with unacceptable behaviour	20	22	47	53	8	9	4	4
The school takes account of my suggestions and concerns	28	31	43	48	7	8	1	1
The school is led and managed effectively	36	40	38	43	7	8	4	4
Overall, I am happy with my child's experience at this school	53	60	30	34	2	2	1	1

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



20 September 2010

Dear Pupils,

Inspection of North Mundham Primary School, Chichester P029 1LA

Thank you for making us feel so welcome when we visited your school recently. We were delighted to meet so many of you, including a group of Key Stage 2 pupils. We were very impressed by your politeness and good behaviour and particularly delighted to see how enthusiastic you are at school. I am delighted to tell you that you go to a good school. These are some of the things that really stood out.

- Your behaviour is good, as is the positive way you all work so well together.
- You really enjoy your learning and the fun activities which your teachers plan for you.
- The standards you reach in reading and science are high.
- Your art work and music and drama performances are of high quality.
- You really enjoy taking part in the extra clubs the school organises for you.
- All your staff and governors are determined to give you the best education possible.

While your school is good, there are some things that the school could do better.

- Find ways to make sure that those of you who sometimes find parts of lessons about writing a bit too easy are challenged to reach even higher standards.
- Help you to find out more about different lifestyles in Britain and in other countries.

We really enjoyed being in your school and hope that you will continue to work hard and enjoy everything your school offers.

Yours sincerely,

Wendy Forbes

Lead inspector

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