

East Wittering Community Primary School

Stocks Lane, East Wittering, Chichester, PO20 8NH

Inspection dates 13–14 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

This is a good school.

- Pupils' are making good progress from their different starting points, they achieve well Pupils' attainment is rising quickly and is above the national average in mathematics and reading at the end of Key Stage 2.
- Teaching is typically good and has improved since the last inspection. Teachers carefully check the progress that pupils are making.
- Initiatives carried out by the headteacher and other school leaders have led to rapid improvement in the school's overall effectiveness and in particular, the progress that pupils are making over time.
- Staff and governors carefully monitor how well the school is doing and know what it needs to do to improve further.
- Pupils enjoy school. They behave well and have good attitudes to learning. They are well cared for and there are rigorous systems in place to keep them safe.
- The school 's leaders effectively use assessment information to check the progress pupils make and target support to ensure that standards continue to improve over time.
- Regular checks on how well staff are performing and focused professional development for staff place the school in a strong position to improve further.

It is not yet an outstanding school because

- A few of the more able pupils do not make enough progress in writing at Key Stage 2.
- Not enough teaching is outstanding because teachers' do not consistently challenge those more able and marking does not always give clear next steps to move learning on or check that pupils act on advice given.
- Children in the Early Years Foundation Stage are not fully engaging in exciting and purposeful learning in the outside environment.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 16 lessons, of which two were joint observations with the school’s leaders.
- The inspection team held meetings with the Chair of the Governing Body, three other members of the governing body, staff, and held a telephone conversation with a representative of the local authority.
- Inspectors met with a representative group of pupils and heard pupils read in Year 2 and Year 6.
- The inspection team observed other work of the school including the plans for further development, the school’s own self-evaluation, recent local authority reviews, attendance, safeguarding information, assessment records and the school’s own monitoring of the progress that pupils are currently making.
- Inspectors took account of 36 responses to the Ofsted’s on-line questionnaire, (Parent View) and also considered the 20 responses to the staff questionnaire.

Gianni Bianchi, Lead inspector

Additional Inspector

Sheila Browning

Additional Inspector

Full report

Information about this school

- The school is smaller than the average sized primary school.
- It has provision for Early Years Foundation Stage children with two reception classes. There are three mixed year 1 and 2 classes, a mixed year 3 and 4 class and a mixed year 4 and 5 class and a year 3 class, and year 6 class.
- Most pupils are White British. A very small proportion speak English as an additional language.
- The proportion of disabled pupils or those with special educational needs supported through school action is above average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below that seen nationally.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is above the national average.
- The school meets the current floor standard, which sets the government's minimum expectations for pupils' attainment and progress.
- A significant number of pupils join or leave the school at times other than in Reception.
- None of the pupils are taught in 'alternative provision' (other schools or units).

What does the school need to do to improve further?

- Improve pupils' achievement and the quality of teaching to the highest in the school by:
 - ensuring that all teaching is at least good and a higher proportion is outstanding
 - developing planning so that all pupils, especially the more able, are consistently challenged
 - planning more opportunities for pupils to write independently extending their writing skills
 - making sure that teachers' marking always gives clear steps for improvement and giving pupils' time to respond to the advice
 - improving the quality of the outside learning area for children in the reception classes and ensuring teachers' plan a wider range of activities to stimulate learning further.

Inspection judgements

The achievement of pupils is good

- Children enter the reception classes with skills much lower than those typically expected for their age, especially in communication, literacy and numeracy. Good teaching ensures that they make good progress and they enter Year 1, with skills much closer to those expected.
- Pupils in Years 1 to 6 achieve well. Results have improved so that by the time pupils leave school they attain levels above average overall. Current school data indicates that the improved trend in pupils' progress and their rising attainment is set to continue despite the unusually high mobility of the current year 6.
- Occasionally teachers miss chances to stretch the more able pupils and as a result a few do not reach the standards of which they are capable. The writing skills of a few older pupils are sometimes held back because teaching does not always extend them to write independently and at length.
- The school develops pupils reading skills well and the teaching of phonics (the sounds that letters make) has been effective in ensuring two thirds of the year 1 pupils taking the phonics screening check met nationally expected levels. Leaders have made reading a whole school priority and by Year 2 reading levels are close to national standards. Pupils enjoy reading, older pupils read widely and achieve above the national average in reading by the end of Year 6.
- Pupils eligible for the pupil premium funding reach similar levels of attainment to other pupils in the school in both English and mathematics as measured by their average point scores at the end of Key Stage 2. The funds are used most effectively to employ additional and planned support for smaller groups of pupils and individuals.
- Pupils disabled and those with special educational needs achieve at least as well as other pupils and with their peers nationally. The gap between these pupils and pupils without special educational needs is narrowing because of early identification of pupil's specific needs and good quality planned intervention to tackle their needs.

The quality of teaching is good

- Teaching is typically good and some lessons seen during the inspection were outstanding. Teachers and teaching assistants, under the guidance of the good leadership, have worked hard to share and improve their practice since the last inspection. The work in pupil's books shows good progression in English, mathematics and science.
- Reading is taught well and the focus on the teaching of letters and sounds is speeding up pupils reading and writing skills.
- In most lessons the pace of the lesson is brisk and teachers use a good range of methods to focus learning and maintain pupils' attention. Good relationships between pupils and teachers ensure that pupils are motivated to learn and develop as confident learners.
- Teachers usually plan activities that match the needs of different groups of pupils and target questions carefully to ensure that all pupils have opportunities to contribute to class discussions this extends pupils thinking and understanding. Occasionally, those more able do not have the chance to work at a higher level especially in writing, and a few older pupils do not always get the chance to fully extend their independent writing skills.
- Work is marked regularly however a few teachers do not always give clear guidance on how to improve and pupils do not always take up and use the teachers' advice.
- In the Early Years Foundation Stage teachers usually plan exciting learning activities that children enjoy and they make careful observations to plan the next steps of learning. Although the outside learning area is much improved it does not fully reflect the rich learning indoor environment and opportunities to plan for children's creative and imaginative development when learning outside are occasionally missed.
- In the best taught lessons the learning is fun and exciting. In one year 4/5 lesson, excellent

discussions between pairs of pupils got them all engaged and interested. With their classmates they were able to check their own learning, refer it to previous learning and make excellent progress in the current lesson.

The behaviour and safety of pupils are good

- The school is welcoming and provides a safe learning environment. Pupils have a good understanding of how to keep safe and of the dangers of cyber bullying. Teachers apply the school's behaviour policy consistently and fairly.
- Pupils' typically good behaviour in lessons, at playtimes and around school is a strong factor in ensuring that pupils make good progress. However, this is not yet exemplary.
- Attitudes to learning are good. Pupils are keen to respond to questions and very prepared to talk and listen to their partners in class.
- Pupils enjoy attending school. Exclusions are rare and disruptions in lessons are uncommon.
- Of the small percentage of parents who responded to Parent View, a small minority raised bullying as an area of concern. The inspectors found little evidence of this during the inspection or over time by checking the relevant documentation.
- Pupils show a high regard for one another respecting differences and readily working together in different situations. They confirmed that behaviour was good and that instances of bullying are rare. They also knew where to go and who to seek if they felt unsafe.
- There are good opportunities for pupils to extend their spiritual, moral, social and cultural awareness. This is seen with visitors from different cultures and a good range of curriculum opportunities in religious education, history and geography. Class Global Assemblies enrich the cultural development in the school. Pupils have good opportunities for reflection in assemblies and older pupils enjoy taking on responsibilities, such as conflict busters at playtimes.

The leadership and management are good

- The clear vision and leadership of the headteacher have been pivotal in leading the school to improve since the last inspection. The deputy headteacher and other senior leaders have played strong parts in this process.
- Development priorities have been the correct ones and have been pursued with rigour, resulting in clear improvements in pupils' attainment and progress over time, behaviour and quality of teaching.
- Key subject leaders know their subjects well and support colleagues in planning, improving teaching quality and assessment. The implementation of the 'big writing' and 'big maths' have been key in driving improvement.
- Leaders keep a close eye on the quality of teaching and pupils' learning by checking pupil's work, walking around the school gauging how well pupils are learning and through observations of specific lessons. This gives leaders a clear picture of the strengths and areas for development. Leaders use this information to carefully plan appropriate staff training.
- Regular checks on pupils' progress by class teachers enable them to be well prepared for termly pupil progress meetings, where they discuss with senior leaders the progress of their pupils. From these meetings, carefully planned intervention programmes are implemented.
- Equality of opportunity is at the centre of the school's work although leaders know there is more to be done to ensure those more able always make the progress of which they are capable. Any discrimination is not tolerated.
- A good curriculum promotes pupils' personal and academic development with both literacy and mathematics being given a high profile. Pupils are given a wide range of opportunities to apply

literacy skills in other areas such as in science and design and technology.

- The local authority initially provided frequent support which has reduced as the school has improved over time. The school benefits from sharing expertise with surrounding local schools.
- All statutory safeguarding and vetting procedures are fully met.

■ **The governance of the school:**

-Governors demonstrate a good understanding of the strengths of the school and where it must improve. They use the information collected on the school's performance to make sure senior leaders are not complacent about how the school can improve further. They bring a wide range of expertise and skills and have undertaken training to ensure that they can challenge the school further. This has recently enabled them to have a much greater understanding of information on pupils' progress. Governors have a clear understanding of how the performance of teachers is managed, using a range of information to help guide decisions about promotions or salary progression for staff. The Governing body know in detail how the pupil premium funds are being spent and the impact of this on pupils learning.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125829
Local authority	West Sussex
Inspection number	406331

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	235
Appropriate authority	The governing body
Chair	Stuart Blunden
Headteacher	Susan Parker
Date of previous school inspection	2–3 March 2011
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