

Petworth CofE Primary School

South Grove, Petworth, West Sussex GU28 0EE

Inspection dates

2–3 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher, assisted by his deputy headteacher and governors, has been effective in improving the quality of education since the last inspection. As a result, this is now a good and improving school.
- Procedures to monitor pupils' progress have been sharpened. Teachers are now held more readily to account for the progress of pupils in their care.
- Leaders have a detailed knowledge of the school's strengths and weaknesses and evaluate its performance accurately.
- Governors support senior leaders very well. They provide a high level of challenge and hold leaders to account.
- Leaders work well with teachers to improve the quality of teaching so that it is typically now good. However, leaders recognise that there are inconsistencies in teaching in some year groups.
- Teachers provide effective feedback to pupils and, as a result, pupils know how to improve their work. This has aided the strong progress they have made in mathematics and English.
- Pupils are well behaved. Relationships between them and adults are strong. Pupils feel safe at this school.
- Progress and outcomes for most pupils across the school have improved significantly since the previous inspection.
- Parents are very supportive. Many parents who responded to Ofsted's questionnaire, Parent View, commented on the positive changes they have seen under the present headteacher.
- The curriculum is broad and balanced. However, most-able pupils are not always provided with opportunities to deepen their understanding in areas of the curriculum other than mathematics or English.
- Pupils with special educational need and/or disabilities (SEND) have their needs well met. These pupils make good progress from their starting points.
- Phonics teaching has improved. The proportion of pupils achieving the expected standard is now similar to that found nationally.
- Children get off to a good start in early years, make good progress and are well prepared for Year 1.

Full report

What does the school need to do to improve further?

- Improve the progress of the most able pupils so they achieve their full potential by:
 - ensuring that teachers are more consistent with the level of challenge they offer
 - providing opportunities for pupils to explore the curriculum in greater depth and developing their mastery of it.
- Continue to develop the quality of teaching by ensuring that the most effective practice is reproduced in all classes.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has a clear and ambitious vision for the school. Aply supported by an effective deputy headteacher and governing body, he is resolutely addressing the areas of improvement needed to ensure that this is now a good and improving school.
- Leaders have a clear understanding of the school's present strengths and weaknesses. Self-evaluation is accurate and thorough, and clearly identifies the next stages needed for continuous improvement. The current development plan is carefully monitored to ensure that intended improvements are implemented and are having the desired impact.
- Teachers are now held more readily to account for pupils' progress than has previously been the case. Regular progress meetings with staff and an improved tracking system across all subjects are having a positive effect on the progress made by pupils across the school.
- Leadership of both English and mathematics is strong. Leaders are fully involved in the continuous development of their subject through moderation, monitoring and observation of teaching. They also provide training for staff. As a result, they have a clear understanding of the areas of strength and weakness within their subject.
- Staff are proud to work at the school and are unanimously supportive of the leadership. They appreciate the opportunities given to them to develop their teaching skills and the fact that a work-life balance is at the centre of any decisions made by leaders.
- The quality of teaching has improved since the previous inspection. Leaders regularly monitor teaching and, where weaknesses are identified, they ensure that support is put in place through coaching, mentoring and opportunities to observe others teach. These actions have had a positive effect on raising the standard of teaching. Leaders, however, are aware that inconsistencies still exist in some year groups, and are addressing these.
- The developing curriculum is broad and balanced, and careful cross-curricular links are made between subjects. This provides opportunities for pupils to apply their knowledge and skills within a variety of subjects. For example, pupils were able to apply knowledge they had gained at forest school when they planned and built a pond in the school grounds. Occasionally, foundation subject lessons are not well matched to pupils' knowledge and understanding, particularly for the most able, and this in turn slows their learning.
- The curriculum is supported by a wide range of visits and visitors. Pupils, for example, annually visit the Houses of Parliament to question their local MP and gain a greater understanding of democracy. Other visits, all planned to strengthen pupils' understanding of the topics they are studying, include trips to Chichester Planetarium, Goodwood Farm and Sky Studios. In addition, there is a wide range of extra-curricular clubs provided by staff at the school, for example yoga, mindfulness, film club and construction club.

- Additional funding for pupils with SEND is used to good effect. The highly experienced special educational needs coordinator (SENCo) is well supported by the headteacher and governors. The progress made by pupils with SEND is tracked with great care, and shows small-scale, detailed progression. This information is used to ensure that support programmes are effective and, where necessary, adjusted to meet the needs of the pupils effectively.
- Leaders make sure that the provision for the small number of disadvantaged pupils is successful in supporting these pupils both academically and in ensuring that they can participate fully in all school activities.
- Leaders use the primary physical education (PE) and sport premium well. Pupils' participation rates have increased across a range of sports. The PE leader has introduced a wide range of sports, including handball and sitting volleyball, which pupils play competitively within the school. In addition, more traditional sports, such as football, are played against local schools. The school has been awarded the schools' gold award for the past three years.
- Pupils' spiritual, moral, social and cultural development is supported well throughout the school. Pupils, for example, learn about social responsibility through regular visits to a care home, where they spend time talking to the residents. They learn about different cultures and religions. Pupils who spoke with inspectors were insistent that you should respect everyone, even if their view is different from your own.
- The local authority has provided effective support since the previous inspection. This support has recently been reduced, since it has full confidence in the school's leadership to build on the improvements made.
- Parents are overwhelmingly supportive of the school. All parents who responded to Ofsted's questionnaire, Parent View, said that they would recommend the school to other parents. Many parents commented about how the school has improved under the current leadership team. One parent, echoing the views of many, remarked: 'The change in the school in the last few years has been immense and has benefited the children that go to the school hugely, and definitely for the better.'

Governance of the school

- The enthusiastic, knowledgeable governing body has a good understanding of the school's strengths and weaknesses and provides effective challenge. Recently, governors successfully challenged school leaders over their plans to reduce the amount of time pupils spent learning music, as they felt it would weaken the breadth of the curriculum.
- Governors check the school development plan regularly. They carefully monitor spending, including the additional funding received for disadvantaged pupils and PE and sport, to ensure that it is being used effectively.
- Governors are well known to parents. Parents appreciate that governors are approachable and keen to listen to parents' views, either face-to-face or through parent surveys.

Safeguarding

- The arrangements for safeguarding are effective. Record-keeping is comprehensive. Staff receive regular training and updates and are clear about how to report concerns using the school's agreed procedures.
- Pupils are taught how to keep safe. They know that they can speak to an adult at the school if they have concerns about themselves or other pupils. Parents say that their children are safe at school.
- Leaders work effectively with parents to keep pupils safe, for example by offering advice about internet safety through regular newsletters.
- All governors are suitably trained in safeguarding and there is always at least one governor trained in safer recruitment at interviews for new staff. The safeguarding governor regularly checks that procedures for safeguarding are effective. These visits are often unannounced to enable the safeguarding governor to accurately assess the effectiveness of the existing procedures.

Quality of teaching, learning and assessment

Good

- Teaching has improved since the last inspection. As a result, most pupils are now making good progress in reading, writing and mathematics across the school. Leaders have, however, identified that there are inconsistencies in the quality of teaching in some year groups. As a result, a tailored coaching and mentoring programme has been put in place.
- Most teachers make good use of explanations and questions to probe pupils' thinking and knowledge. Teachers rarely accept a one-word answer to a question. Pupils are regularly challenged to expand upon or more fully explain their answers, enabling teachers to effectively assess their understanding.
- Teachers provide both written and verbal feedback, in line with the school's policy. They give pupils advice on how to improve their work and the time to respond to the advice given. Pupils use this time well and say it helps them to understand what they need to do to make progress.
- The introduction of high-quality texts is having a positive effect on the development of pupils' understanding of rich vocabulary. These texts are also being used effectively as a trigger for opportunities for extended writing across a range of styles and subjects.
- In most classes, teaching assistants contribute well to pupils' learning. However, in some classes they are not always used effectively during whole-class teaching sessions.
- The teaching of phonics has improved and is now effective. Pupils enjoy reading, both at home and at school. Pupils who read to inspectors during the inspection made good use of their phonics skills to support their reading.
- Pupils with SEND are well supported. They mostly learn alongside their peers but also benefit from working with teaching assistants in small groups or individually.
- Most teachers have good subject knowledge because of the training they receive from subject leaders and through whole-school training. In mathematics, for example,

leaders surveyed staff to identify which areas of mathematics teaching they needed support with. As a result, training was put in place to address the needs identified.

- Teachers provide regular homework for pupils. Nearly all parents agreed that their children received appropriate homework for their age.
- Teachers miss opportunities, especially in subjects other than mathematics or English, to deepen pupils' knowledge and understanding. As a result, pupils, especially the most able, are not sufficiently challenged.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils told inspectors that they thought the school had improved since the present headteacher arrived. They said that they now felt listened to and that the work had got harder, but 'in a good way'.
- Pupils enjoy the opportunities to take on the many leadership roles at the school, for example sports leader, house captain and school councillor. Voting takes place for some of these roles, which enables pupils to experience democracy in action.
- Pupils have many opportunities to become positively involved in the community, for example by participating in the production of *Beowulf* at the Petworth Festival and by teaching computing skills to local residents.
- Pupils feel safe in school. They have been taught about road and e-safety and the importance of not sharing passwords. Pupils are confident that bullying rarely happens and that, should it happen, adults at the school would deal with any incidents quickly and effectively.
- In most classes, pupils settle quickly and concentrate. In some classes, however, pupils lose focus and go off task when they have been waiting for a long time to start work.

Behaviour

- The behaviour of pupils is good. Pupils are polite and happy and enjoy learning in school.
- There are strong relationships between adults and pupils, and this contributes positively to good behaviour around the school and in classrooms. During the inspection, behaviour was good at lunchtimes and breaktimes. Pupils are polite and enjoy talking about their school to visitors.
- Pupils enjoy school and attend well. Current attendance information shows that attendance is above the national average and that no groups of pupils are disadvantaged by poor attendance.
- Pupils demonstrate good levels of care and friendship. This is evident in the way that older pupils help younger pupils at lunchtime and in the playground.

Outcomes for pupils

Good

- In 2018, the proportion of pupils achieving age-related expectations in reading, writing and mathematics by the end of key stage 2 combined was broadly in line with that found in other schools nationally. This represents a significant improvement since the previous inspection. School progress data and work in pupils' books indicated that this improvement has been maintained this year.
- A similar improvement has been achieved by pupils in key stage 1. In 2018, the proportion of pupils working at the expected standard in reading, writing and mathematics combined increased by 40% since the previous inspection. Work in books and school progress data indicated that these improvements have been consolidated this year.
- Progress in writing is good across all year groups and all ability groups. This is evident in school progress information, work in books and displays of work around the school. Provisional information for 2019 key stage 2, which has been moderated by external assessors, indicates that teacher assessment is accurate and that previous improvements have been consolidated.
- Staff provide effective support for pupils with SEND. School progress data and work in books indicated that a high proportion of pupils with SEND are making strong progress from their starting points. Many are now working at a standard that is appropriate for their age.
- Disadvantaged pupils have their needs met well, but there are too few to make secure judgements about the outcomes for this group of pupils.
- Standards in the national phonics screening check have also risen significantly since the previous inspection. In 2018, outcomes were at least in line with those found nationally, and all pupils who were screened again in Year 2 attained the expected standard.

Early years provision

Good

- Children in early years make good progress from their starting points. They are well prepared for the next stage in their education.
- Early years is well led and managed. Interesting activities are planned to enhance learning across the curriculum, both indoors and within the outdoor learning curriculum. Good relationships exist with local nurseries. Recent training led by the early year lead has ensured that assessment on entry to school is now more accurate than had previously been the case.
- Additional funding is used well to provide support and resources for pupils with SEND. Leaders have a good understanding of the impact this has on children's learning. As a result, these children make good progress.
- Safeguarding in early years is effective. Adults are suitably trained in first aid and child protection. Good relationships exist between adults and children. Children behave well and work and play well together.

- The outdoor area is well resourced and well used. This enables learning to be replicated both indoors and outside the classroom and supports children to develop their skills in all areas of the curriculum.
- Adults use opportunities to interact with children well to develop communication and language skills. Equally, they allow pupils to explore, investigate and try out ideas for themselves.
- Adults know the children well. They make regular assessments which parents can access online. Parents appreciate the information they receive and the opportunities to talk regularly and become involved in their child's learning.

School details

Unique reference number	125990
Local authority	West Sussex
Inspection number	10088145

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Sara Bennie
Headteacher	John Galvin
Telephone number	0179 834 2369
Website	www.petworth.w-sussex.sch.uk/
Email address	office@petworth.w-sussex.sch.uk
Date of previous inspection	3–4 May 2017

Information about this school

- This is a smaller-than-average-sized primary school.
- The proportion of disadvantaged pupils is well below the national average.
- The proportion of pupils with SEND is similar to that seen in other schools nationally.
- There are eight single-aged classes. There are two classes in Year 4.
- Most pupils are White British. There are relatively few pupils from minority ethnic groups.
- The present headteacher started at the school in January 2016.

Information about this inspection

- Inspectors carried out observations of learning in all year groups. Some of these observations were conducted jointly with the headteacher or the deputy headteacher. Some classes were visited more than once.
- Meetings were held with senior leaders, subject leaders, members of staff, and six members of the governing body.
- Inspectors scrutinised documents including: the school's self-evaluation; the school development plan; minutes of governing body meetings; monitoring and assessment information; school policies, including safeguarding policies, behaviour and safety records; and reports from visits by the local authority.
- Inspectors met formally with pupils as well as having informal conversations with pupils during lessons and breaktimes. Inspectors listened to pupils read and talked to them about their work. There were 62 responses to Ofsted's online pupil questionnaire.
- The lead inspector held telephone calls with both a representative of the local authority and a representative from the local diocese.
- Inspectors considered 22 responses to Ofsted's online staff questionnaire.
- Inspectors considered 60 responses to Ofsted's online questionnaire, Parent View, including 25 free text comments. They also met with parents before school.

Inspection team

Brian Macdonald, lead inspector

Ofsted Inspector

Doug Brawley

Ofsted Inspector

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