

# Easebourne CofE Primary School

Wheelbarrow Castle, Midhurst, West Sussex GU29 9AG

## Inspection dates

5–6 October 2016

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

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has brought about rapid change for the better. Staff share the senior leaders' vision for the school where every child achieves in a caring community, based on Christian values.
- Governance has improved since the previous inspection. Governors are now highly skilled and provide constructive challenge.
- Outcomes are good. From their different starting points, pupils in Years 1 to 6 make good progress, particularly in reading.
- Teaching is good. Teachers motivate pupils to learn and they help them to assess what they know and to encourage them to work things out for themselves.
- Pupils' spiritual, moral, social and cultural development is an extremely strong feature. Pupils value and respect everyone equally, regardless of race, ethnicity or belief. They are well prepared for life in modern Britain.
- Pupils' good behaviour and positive attitudes to learning make a strong contribution to their progress.
- Pupils' attendance is consistently higher than the national average.
- Parents are overwhelmingly supportive of the school's drive for success.
- Disadvantaged pupils do well due to the effective monitoring, support and guidance they receive.
- Children in the early years make good progress. They make a positive start because they are taught well, feel safe and like school.
- The school's work to keep pupils safe is very thorough and highly effective.
- Staff are proud to be part of the school community and work well together.
- The school's work to support pupils' personal development and welfare is outstanding. The headteacher establishes an environment where every child, parent and member of staff is valued and their needs are considered very carefully.
- Pupils' progress in writing in Years 1 to 6 is not as rapid as it is in reading and mathematics.
- Pupils in Years 1 to 6 do not have enough opportunities to extend their writing skills in other areas of the curriculum.
- In some classes in Years 1 to 6, pupils' presentation and handwriting is untidy and messy.

## Full report

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

- Improve the quality of teaching to outstanding in order to ensure that more pupils, including the most able, make better than expected progress in writing, by:
  - giving pupils more support to help develop their writing skills in order to accelerate their learning and meet or exceed expected standards
  - ensuring that teachers always have high expectations of pupils' writing, especially in their handwriting and presentation.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher, deputy headteacher and assistant headteacher lead well. In the past two years, since the previous inspection, they have been effective in changing the culture of the school. The school is committed to supporting vulnerable pupils well so they catch up with their peers.
- There have been several staff changes and the headteacher has developed a collaborative and positive team spirit, which permeates through the school. This ensures that the school meets its aim of, 'providing a caring, nurturing, inclusive and safe environment'.
- Leaders have improved the quality of teaching. The school's self-evaluation shows that leaders have accurately identified the areas requiring improvement. In the online staff questionnaire, 100% of staff agree that the school is well-led and managed and that the school has a culture that is aspirational for all pupils.
- The headteacher has effectively revised systems to ensure that teachers are held to account for the impact of their work on pupils' progress. This system allows leaders to identify and provide high-quality training which has helped to improve teaching and outcomes.
- Central to the school's caring approach is the importance of each pupil. All adults make increasingly accurate checks on pupils' progress to support each individual. Pupils flourish in an atmosphere of mutual respect and a safe and happy environment. Pupils described the school as a 'fun place where you can challenge yourself'.
- School leaders have a clear commitment to ensuring that everyone is treated equally and there is no discrimination. All pupils, whatever their ability or background, are encouraged to take part fully in all the school's activities.
- Leaders use pupil premium funding effectively. The impact of spending is checked closely to ensure that the school is providing good support for disadvantaged pupils. This support helps pupils both in the classrooms and in developing pupils' emotional and social skills.
- Parents are overwhelmingly positive about the school. Leaders involve parents and the wider community, for example in their drive to raise standards in reading. Parents value the accessibility of leaders and teachers to discuss any concerns they might have. One parent said, 'the school is very good at communicating with parents and will always respond quickly to any issue that a parent may want to raise'.
- Middle leaders contribute to school improvement effectively. They undertake lesson observations of learning, scrutinise pupils' work and teachers' planning. They have helped to eradicate weak teaching and develop a culture of continuous improvement.
- The curriculum is broad and balanced; it supports good learning well. It is highly effective in developing spiritual, moral, social and cultural understanding. Pupils learn about different cultures and countries. Pupils develop an empathy with others, use their skills to raise money for charitable causes, and donate to the local food bank. The curriculum is further enhanced by music, French and outdoor learning and visits. Pupils develop their scientific skills in the 'science lab' – a specially designed area which develops their curiosity of the world around them. The curriculum provides pupils with regular chances to use their reading, writing and mathematical skills. These

opportunities have improved pupils' progress generally, but less so in writing where pupils are not as confident to write in greater depth.

- Pupils' understanding of fundamental British values of democracy, tolerance and respect is good because these values are reinforced through the curriculum and through every aspect of school life. They are enhanced by the school's emphasis on Christian values and through their vision of 'achieve, believe, connect'. One pupil said, 'we have lots of children from different countries in our school and we love learning about their cultures'.
- The school makes good use of the additional primary school sport funding. Pupils enjoy sport lessons and extra-curricular clubs are well attended. Pupils talk enthusiastically about the variety of sport on offer at the school, for example pupils say they enjoy learning football, tennis and yoga.
- The school has a good relationship with the local authority and diocese. Leaders have benefited from well-targeted support and challenge. This has been particularly useful in helping support the leadership team and checking the accuracy of their judgements.

### **Governance of the school**

- The governing body has changed significantly since the previous inspection. The chair of the governing body leads well and she ensures that all governors provide a high level of challenge to drive improvements across the school.
- Governors check school-based information on pupils' progress and understand how well the school performs compare with others, both locally and nationally.
- The roles of the governing body are clearly defined so each governor knows what they need to focus on. They visit the school regularly and know how teaching is developed, for example they take part in learning walks and talk to the children about their learning.
- They are fully aware of the management of teachers' performance and this helps to not only reward good teaching but also to eradicate weaknesses in relation to pupils' progress.
- Governors play a key role in ensuring that all statutory requirements are met, including the protected characteristics in the Equality Act 2010.

### **Safeguarding**

- The arrangements for safeguarding are effective. Rigorous and robust systems are in place in all areas of safeguarding and staff understand them. Staff and governors receive up-to-date training to ensure that all requirements are met. This includes having an informed awareness of the dangers posed by extremism and radicalisation.
- Parents and staff are positive about how well the pupils are cared for and nurtured. There are very effective relationships with other agencies to ensure that pupils are safe and their welfare needs met.

### **Quality of teaching, learning and assessment**

**Good**

- Since the last inspection, teaching has improved and it is now good. Literacy and numeracy are taught typically well. Training has enhanced teachers' skills.

- Staff work together well and share ideas to improve teaching. Relationships are positive and pupils work well together because they want to please their teachers. There is a strong learning ethos in the school.
- Reading is taught well. Since the previous inspection, the school has transformed the ways in which reading is taught. This has led to an improvement in outcomes for all pupils. Pupils told inspectors that they 'love to read' and really enjoy learning in the newly refurbished library.
- The teaching of phonics is good and sets pupils off to a good start in their reading. Inspectors listened to some most- and least-able readers; these pupils read with fluency and were confidently able to work out unfamiliar words.
- Teachers are confident to teach mathematics, especially in enabling pupils to use a range of methods to solve problems. For example, in a Year 6 mathematics lesson, pupils developed their reasoning skills and applied their knowledge of times tables to balance different equations. The most able pupils are well supported by a teaching assistant to ensure that they make rapid progress. Consequently, pupils make faster progress than previously.
- Teachers' comments and guidance typically make clear how pupils can improve their work. The school's marking policy is followed consistently and is helping to improve pupils' outcomes.
- Teachers use a range of methods and resources to help disadvantaged and disadvantaged most-able pupils learn well. For example, 'play therapy' is used to develop social and emotional needs and an accelerated reading programme has enabled disadvantaged most-able pupils to make quicker progress.
- Teaching assistants are highly skilled and they have a strong impact on pupils' learning. They are particularly effective in supporting pupils who have special educational needs and/or disabilities within the classroom. They ensure that these pupils are fully included in the lessons and that their needs are fully supported.
- Although the progress of the majority of pupils is good in writing, too few of the most able pupils reach the same levels that they reach in reading and mathematics. Teachers do not always give pupils the chance to write for a long enough period or take every opportunity to let pupils practise their skills in writing across a range of subjects. Teachers' expectations of the pupils are inconsistent and pupils do not always transfer their developing handwriting skills into their everyday written work.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Inspectors were very impressed with the exceptional manners and the community spirit that all pupils have. Pupils have a clear sense of belonging as leaders have created a climate that encourages all pupils to embrace differences in culture and beliefs. Equality of opportunity is clearly within the culture of the school.
- Pupils say that they feel extremely safe. Since the previous inspection, leaders have improved safety procedures in and around the school. Parents that spoke with inspectors said that they felt the new safety procedures were excellent.

- Pupils have an excellent understanding of the different types of bullying, including online cyber bullying. Through personal, social and health education, pupils know how to stay safe in a range of situations. This includes when using the road and exposed to potential hazards. Pupils also have an appreciation of forest safety and e-safety. They apply their understanding to everyday situations as they arise.
- Staff training in child protection and safeguarding issues is highly effective. Pupils are very confident in the knowledge that staff listen to them and value their opinions and efforts. 'Worry boxes' are available for pupils to raise their concerns privately and they say that there is always someone with whom to share a problem.
- Staff work highly effectively and relentlessly with external agencies to support children and their families. One parent said that staff 'go well beyond the call of duty' to provide the children with a high level of care and support.

### **Behaviour**

- The behaviour of pupils is good. They are polite and respectful and proud of their school. They care about their school and look after it and each other.
- Respect and tolerance are at the heart of this school. Leaders set a strong example where every child and staff member is valued. One parent said, 'All of the staff are friendly and approachable and as a parent you do feel listened to'.
- School records and discussions with pupils show that incidents of inappropriate behaviour are rare and dealt with effectively by the leaders.
- Pupils enjoy taking on additional responsibilities. For example, 'house captains' encourage pupils to raise money for their chosen charity and respect everyone in their community.
- Most parents agree that the school ensures that pupils are well behaved.
- Pupils enjoy being at school, which is reflected in above-average attendance and a punctual start to lessons. One pupil said, 'I love school as it's so exciting'.
- Lessons are rarely disrupted by poor behaviour. Occasionally, when pupils are not given sufficient challenge, they are less attentive and do not listen as well as they could.

### **Outcomes for pupils**

**Good**

- Pupils' outcomes have improved to good levels since the last inspection.
- Pupils' books from last year and the school's checks on progress show that progress is now good across the school in a range of subjects. Consequently, pupils' attainment is broadly average and rising.
- Pupils make good progress in the early years and by the end of the Reception Year the percentage of children who achieve a good level of development is above average.
- Pupils in Years 1 and 2 make good progress. Improvements to the teaching of phonics have led to an increase in numbers reaching the expected standards in Year 1. In the 2016 phonics check in Year 1, pupils reached above-average levels, improving significantly from below average attainment in 2014. Every disadvantaged pupil in Year 1 achieved the standard expected.
- At the end of key stage 2 in 2015, the proportions of pupils who achieved the expected level in writing, reading and mathematics were in line with national figures.

Pupils made good progress in mathematics and writing and excellent progress in reading.

- In 2016, the national curriculum tests the standards set are higher than in previous years so it is not possible to compare results. However, unvalidated progress measures indicate that pupils in Year 6 made expected progress in mathematics and good progress in reading. Not enough pupils made the expected standard in writing.
- The school uses pupil premium funding well to provide extra support for disadvantaged and disadvantaged most-able pupils. The small number in each year group means it is hard to make meaningful comparisons without identifying individual pupils. However, disadvantaged and disadvantaged most-able pupils make similar progress to others nationally.
- Pupils who have special educational needs and/or disabilities make good progress from their relative starting points. They are provided with special programmes of work to help them overcome their difficulties. Their progress is closely checked and school leaders adjust their work to ensure they make good progress.
- The most able pupils make good progress in reading and mathematics. Their progress in writing is less strong and they not as confident to write at length as they should be. Pupils are well prepared for secondary school in terms of their reading and mathematical skills, but less so in their writing.
- Parents who spoke with inspectors and responded to Ofsted's online Parent View questionnaire considered that their children were making good progress and achieving well throughout the school.

## Early years provision

**Good**

- Children make good progress and achieve well in their Reception Year because of good teaching. They start in the early years provision with skills and knowledge that are broadly typical for their age. The percentage of children who achieve a good level of development is above the national average.
- The provision is well-led and managed. The setting is well-resourced and a stimulating environment where children can learn and thrive. Teachers plan a range of interesting outdoor and indoor learning activities.
- The quality of teaching is good. Teachers make good use of assessment so that work meets the children's needs well. Staff provide an interesting range of activities for children to select that engage their interest and enjoyment well. For example, the topic the children were learning about was 'all about me'. A range of indoor and outdoor activities helped them to develop their reasoning and questioning skills.
- Relationships between children and adults are positive. Children are polite to adults and work well together. Staff have created a caring environment where children feel secure and able to learn well.
- Children behave well because they know what is expected of them. They take turns, share toys and listen well to each other when playing.
- Disadvantaged pupils and those who have special educational needs and/or disabilities are fully included. They are well supported in their learning and so they do well.
- Parents told inspectors that they find it easy to communicate with the adults, and that their children are happy and safe. The provision is a safe place to learn because the

safety and well-being of every child is at the forefront of everything the school does. One parent said, 'We have received excellent support and strong communication and feedback from the staff'.

- While children make good progress, outcomes are not outstanding because not enough children capable of harder work exceed a good level of development.



## School details

Unique reference number	126003
Local authority	West Sussex
Inspection number	10012310

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	215
Appropriate authority	The governing body
Chair	Tia Bedford
Headteacher	Johnny Culley
Telephone number	01730 813266
Website	<a href="http://www.easebourne.w-sussex.sch.uk">www.easebourne.w-sussex.sch.uk</a>
Email address	<a href="mailto:head@easebourne.w-sussex.sch.uk">head@easebourne.w-sussex.sch.uk</a>
Date of previous inspection	8–9 July 2014

## Information about this school

- This is a smaller than average-sized primary school.
- The vast majority of pupils are White British with very few pupils who speak English as an additional language or come from minority ethnic groups.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The proportion of pupils supported by funding through the pupil premium is below the average. In 2015 there were fewer than five disadvantaged pupils in Year 2 and Year 6.
- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Children in the early years are taught in one full-time Reception class.

- There have been considerable staff changes since the last inspection with the appointment of a new headteacher and assistant headteacher, as well as three new class teachers. The governing body has changed considerably with several new governors and a new chair of the governing body.

## Information about this inspection

- Inspectors observed learning in 14 lessons; all of these were joint observations with the headteacher, deputy headteacher and assistant headteacher.
- The inspectors observed the school's work. They looked at a wide range of documentation including safeguarding documents, the school's procedures for gaining an accurate view of its own performance and pupils' work in books.
- Discussions took place with several groups of pupils, as well as informal conversations with other pupils during lessons and at playtimes. Inspectors listened to pupils read and talked to them about books they enjoy.
- Meetings were held with school staff, four members of the governing body, parents and carers.
- Inspectors took into consideration 20 responses to the online staff questionnaire and 45 responses to the online pupil questionnaire.
- Inspectors took account of 109 responses to the Ofsted's Parent View questionnaire, as well as two written contributions from parents.

## Inspection team

David Harris, lead inspector	Ofsted Inspector
Helen Baxter	Ofsted Inspector

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