

# Clapham and Patching CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	125977
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	359979
<b>Inspection dates</b>	20–21 January 2011
<b>Reporting inspector</b>	Janet Sinclair

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	41
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend Ann-Marie Crosse
<b>Headteacher</b>	Jane Jones
<b>Date of previous school inspection</b>	26 September 2007
<b>School address</b>	The Street Clapham Worthing BN13 3UU
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**Inspection number** 359979

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## Introduction

This inspection was carried out by one additional inspector. The inspector visited nine lessons or part-lessons, observing four teachers and several teaching assistants. The inspector also held meetings with governors, senior staff and groups of pupils. She scrutinised samples of pupils' work, and looked at a wide range of documentation, including policies, the school development plan and records of pupils' progress. She considered the 35 responses from questionnaires returned by parents and carers.

The inspector reviewed many aspects of the school's work. She looked in detail at the following.

- Attainment and rates of progress for all groups of pupils, particularly in writing.
- The extent to which teaching and the curriculum meet the varying needs of pupils within the mixed-age classes.
- The impact of initiatives to bring about improvement and their sustainability and the contribution of the governing body and subject leaders within this.

## Information about the school

Clapham and Patching is much smaller than the average-sized primary school. Reception-age children share a class with pupils in Year 1. All pupils are taught in mixed-age classes. Almost all pupils come from a White British background. There is an above-average proportion of pupils with special educational needs and/or disabilities. These are mainly for moderate learning difficulties. There is an above-average proportion of pupils with a statement of special educational needs; their needs are complex. The proportion of pupils known to be eligible for free school meals is average. There is an above-average proportion of pupils who join or leave the school other than at the usual times. The school had an acting headteacher for several years. There were several staffing changes during this time. A substantive headteacher was appointed in January 2010. There have been several new appointments to the governing body recently.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Clapham and Patching is a satisfactory school. It is improving well under the strong and determined leadership of the new headteacher. She has brought calm and purpose to the school after a long period of uncertainty. The school takes good care of its pupils and arrangements for their safeguarding are robust. There are good relationships throughout the school and this ensures that pupils feel very safe and enjoy all that it has to offer. Parents are very happy with the school. They are pleased with the effective communication and the friendly and approachable staff. They are particularly happy that their children are keen to come to school. Nevertheless, their academic achievement remains satisfactory.

Good induction and a welcoming environment ensure Reception-age children settle well into school routines and quickly become confident, happy learners. They mainly make satisfactory progress across the areas of learning. They make good progress in learning their letters and sounds and enjoy the actions and songs that are part of this. There is good attention to enabling them to pursue their interests in independent activities, but planning to support these is not sufficient to ensure a challenging environment and this limits their learning. Pupils make satisfactory progress across the rest of the school to reach broadly average standards by the end of Year 6. Writing has improved since the last inspection due to a clear focus on improving provision and interesting topics that stimulate writing.

Good teaching and effective assessment is currently accelerating the progress of the oldest pupils in the school. These pupils enjoy assessing how well they are doing, responding to marking and discussing what they need to do to get to the next level in their work. This is not consistent practice across the school, so not all pupils benefit from full involvement in improving their work. Teachers plan lessons well and engage pupils in their learning, but they do not always match the work well enough to the differing abilities of pupils within the class, and this slows their progress. The new topic-based curriculum provides exciting activities for pupils but there is not enough emphasis on ensuring that individual subject content within this is challenging. ♦ Rigorous tracking is beginning to ensure more consistency in pupils' progress as effective steps are taken to support those falling behind. Support staff work very effectively with pupils with complex needs, ensuring a high level of care that promotes both their personal and academic development.

The headteacher has a clear vision for the school and an accurate view of what needs to be done to bring about further improvement. Subject leaders and governors, some of whom are new to their roles, are enthusiastic and keen to acquire the necessary skills to fully support the headteacher in achieving this aim. The school is now settled with effective leadership from the headteacher and a committed staff and governors. There is

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an improving picture in terms of progress, essential systems are sufficiently embedded and there is strong parental support. On the evidence so far, the school has a satisfactory capacity to improve further.

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

- Accelerate pupils' rates of progress by providing greater challenge in lessons through
  - a better match of work to pupils' learning abilities
  - more consistent use of assessment to ensure all pupils know what they need to do to improve.
- Systematically monitor the development of the new topic approach to the curriculum to ensure individual subject content is challenging and relevant.
- Improve planning in the Early Years Foundation Stage for activities that
  - ◆◆ children undertake independently to ensure greater challenge in their learning.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Attainment varies due to the very small numbers within each year group and the number of pupils with special educational needs and/or disabilities within this, but is broadly average overall. Pupils make satisfactory and sometimes good progress given their starting points. This is due to careful tracking and improved provision. Pupils find learning fun and this was particularly noticeable when they were using extracts from a Harry Potter film as part of their literacy work. They continued this theme in their art work when carefully making drawings of dragons. They enjoy working collaboratively and are keen to discuss their ideas with each other. ◆ Older pupils enjoy responding to the teacher's thorough marking so there is a good dialogue about their learning and how to make it better. This ensures a strong motivation for improvement. This is not consistent practice across the school so in some classes, pupils are not sufficiently involved in evaluating their learning through individual targets or responding to marking. This limits their progress. In some lessons, pupils make good gains in developing their use of mathematical vocabulary such as 'face', 'edge' and 'octagonal prism' when referring to solid shapes. In another lesson, pupils enjoyed learning to order numbers ◆ especially when running a race to find out who was 'first', 'second' or 'third'. Pupils sometimes lose interest when tasks are not sufficiently well matched to their abilities. Pupils with complex needs enjoy being part of the class and respond well to the skilled individual help they get from their teaching assistants. Pupils with speech and language difficulties benefit from the support of a specialist teacher.

Pupils work hard and are motivated to learn. They feel safe in school and comment, 'Teachers understand us, are always ready to help us with any problems and we can trust them.' ◆ Pupils have a sound understanding of keeping themselves healthy and know that fruit, vegetables and exercise are important. They enjoy contributing to school improvements, such as their involvement in deciding the new colour schemes for the toilets. Pupils are kind and helpful to each other, work well together and mainly behave well. They occasionally become boisterous in the playground and this leads to

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disagreements and thoughtless behaviour. Most pupils are keen to come to school and attend regularly. ♦

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<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

## How effective is the provision?

Lessons are well organised and managed so that pupils are clear about what they are expected to learn. ♦ Good use of resources such as video clips, interactive whiteboards and information and communication technology (ICT) create interest and stimulate involvement. Teachers ensure a brisk start to the day; for example, they set short tasks involving language work on comparisons and apostrophes. Pupils settle quickly and stay on task well to complete their work. Teachers make effective use of guided reading sessions to focus on vocabulary work, understanding of the text and how to use non-fiction books. The oldest pupils have their targets alongside them as they read and the teacher monitors carefully their progress towards them. In this class, there is consistently good use of targets, assessment in mathematics and English and pupils' full involvement in improving their work. Although lessons are mainly well planned, teachers do not pay enough attention to ensuring work is well matched to pupils' needs, especially given the wide range of ability in the mixed age classes. This slows progress and causes a lack of understanding, as well as a loss of interest.

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The new curriculum provides excitement for pupils who are enthusiastic about activities such as science experiments involving maggot races and a visit to Littlehampton Museum as part of their work on the Victorians. It ensures appropriate attention to developing pupils' literacy, numeracy and information and communication technology skills. There is a good range of visits, visitors and after-school clubs that enrich the curriculum.

The school takes good care of its pupils. It is particularly strong in looking after pupils with complex needs, enabling them to be fully integrated. The school makes effective use of external agencies in this context. Pupils with special educational needs and/or disabilities have small-group teaching to help them meet the targets in their individual education plans. There are good transition arrangements both within the school and with the secondary schools. This helps pupils to adjust quickly to their new environments.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has ensured a supportive team ethos amongst the staff and a welcoming environment for pupils. Good support from the local authority through their involvement in drafting a 'raising attainment plan' has helped the headteacher and governing body to focus on the key areas for improvement. This is already starting to accelerate pupils' rates of progress because of the concerted actions that have been taken. There is careful monitoring of teaching and learning by the headteacher through lesson observations, sampling of work and checking teachers' planning. This is helping to identify where teaching needs to be improved in order to eliminate inconsistencies in practice. ♦ Careful tracking now ensures all pupils make enough progress, including vulnerable pupils and those with special educational needs and/or disabilities. This shows a satisfactory and improving commitment to promoting equality of opportunity and tackling discrimination.

Governors fulfil their statutory duties well and are enthusiastic in their support of the school. They know the school's strengths and weaknesses but are not yet fully effective in holding it to account for its actions. There is a good partnership with parents and carers who appreciate the effective communication that ensures they are well informed, as well as the regular parents' evenings, where they find out how well their children are doing.

♦ The school knows its local community well and has good links with it, including many shared activities such as the 'Village Day', as well as links with the church and the horticultural society. Links with communities further afield are being developed. ♦ Systems for safeguarding pupils are fully in place and all policies and training up to date. ♦ Pupils

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have a good understanding of what constitutes a safe situation and some pupils have been involved in risk assessments within the class.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children know the routines well and come into school happily, self-register and start on a range of activities such as reading books and finishing models. They engage in these well and are happy to discuss what they are doing with adults and seek their support where necessary. Children behave well and are happy to share resources with each other. They enjoy using the outdoor area as it gives them plenty of opportunities for exercise and imaginative play. For example, they enjoyed re-enacting the story of 'The Gruffalo' and used the climbing frame to good effect when doing so. They make good use of ICT to develop their skills in number and reading activities. They know the importance of washing their hands and using tools such as scissors safely.

Staff work well with the children and encourage them in their activities. ♦The teacher plans conscientiously for teacher-led sessions involving number and language work, but sometimes the content of the work is more biased to Year 1 pupils and the younger children lose interest, which limits their progress. Small-group tasks that follow on from this meet their needs more effectively. The class teacher ensures that children are encouraged to develop their own ideas and work independently through the activities on offer within the class or topic. However, planning for these activities is insufficiently detailed to ensure that children are fully challenged in their learning. ♦Good use is made of learning journals to record the children's progress and involvement in a range of activities. There are also regular reading assessments to ensure children are consolidating their learning. The leader is new but she has already ensured children feel secure and

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enjoy their learning. Additionally, she has established good relationships with parents and carers.

*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	3

## Views of parents and carers

The response to the questionnaire was high and shows that the overwhelming majority of parents and carers are happy with the school and what it provides. They consider that their children enjoy all that the school has to offer and are safe and well looked after. The inspection evidence supports these positive comments.

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

Ofsted invited all the registered parents and carers of pupils registered at Clapham and Patching C of E 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 inspector received 35 completed questionnaires by the end of the on-site inspection. In total, there are 41 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	83	5	14	1	3	0	0
The school keeps my child safe	28	80	7	20	0	0	0	0
My school informs me about my child's progress	27	77	8	23	0	0	0	0
My child is making enough progress at this school	22	63	13	37	0	0	0	0
The teaching is good at this school	27	77	8	23	0	0	0	0
The school helps me to support my child's learning	25	71	10	29	0	0	0	0
The school helps my child to have a healthy lifestyle	21	60	14	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)	24	69	10	29	0	0	0	0
The school meets my child's particular needs	24	69	11	31	0	0	0	0
The school deals effectively with unacceptable behaviour	2	63	11	31	1	3	0	0
The school takes account of my suggestions and concerns	24	69	10	29	1	3	0	0
The school is led and managed effectively	25	71	9	26	1	3	0	0
Overall, I am happy with my child's experience at this school	26	74	9	26	0	0	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



22 January 2011

Dear Pupils

**Inspection of Clapham and Patching C of E Primary School, Worthing**

BN13 3UU

I am writing to tell you how much I enjoyed my visit to your school. Thank you for being so friendly and helpful. ♦ I enjoyed my meeting with some of you and was pleased to learn that you enjoy school and find your lessons fun.

I judged that your school is giving you a satisfactory education, although I can see that it is improving. This means that it does some things well but some things still need to be improved.

Here are some other things I particularly liked about your school.

- You are polite, friendly and keen to learn.
- Your headteacher and all the staff take good care of you and you in turn feel safe and well supported.
- You enjoy the exciting activities that are part of the new curriculum.

These are the things I have asked your school to do to help you learn even more.

- Ensure that work is set at the right level for you and teachers consistently involve you in making your work better and set challenging targets for your learning so that you learn more quickly.
- Make sure that planned activities for your topics fully challenge you and develop your subject knowledge.
- Help those of you in Reception to learn more quickly from your play by planning it more carefully.

♦ You can help by working hard in school.

I enjoyed talking to you, and wish you every success for the future.

Yours sincerely

Janet Sinclair

Lead inspector

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