

# Lavant C of E Primary School

## Inspection report

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<b>Unique Reference Number</b>	125986
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	381164
<b>Inspection dates</b>	14–15 November 2011
<b>Reporting inspector</b>	Eileen Chadwick

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>	102
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christopher Hawker
<b>Headteacher</b>	Adrian King
<b>Date of previous school inspection</b>	15 October 2008
<b>School address</b>	West Stoke Road Lavant Chichester PO18 0BW
<b>Telephone number</b>	01243 527382
<b>Fax number</b>	01243 530677
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## Introduction

This inspection was carried out by two additional inspectors. Eleven lessons were visited and five teachers were observed. Inspectors also held meetings with pupils, staff with key responsibilities, representatives of the governing body and a representative from the local authority. They observed the school's work and looked at documentation such as policies, the school improvement plan, pupils' work and records of their learning and progress. Inspectors analysed 33 questionnaires completed by parents and carers, 12 from members of staff and 52 completed by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well children in the Early Years Foundation Stage progress and the consistency of their attainment on entry to Year 1 across the different areas of experience.
- Pupils' attainment in Year 6 and whether this is improving.
- Whether teaching and the curriculum consistently meet the learning needs of different groups of pupils in mixed-age classes.
- How effectively leaders at all levels evaluate the quality of the school's work and use this information to raise achievement.

## Information about the school

This primary school is below average in size. It draws its pupils from the local village and from further afield. Most pupils are White British and a below-average proportion of pupils is known to be eligible for free school meals. The proportion with special educational needs and/or disabilities is below average and these pupils mainly have speech and language and/or behavioural, emotional and social difficulties. An average proportion has a statement of special educational needs. The number of pupils who either join or leave the school other than at the normal times is above average. The Early Years Foundation Stage children are in the mixed Reception and Year 1 class. All other classes also contain pupils from two year groups.

The headteacher has led the school since the start of this term and the deputy headteacher has been in post for one year. The number of pupils attending the school has risen since it was last inspected. The school holds a number of awards including Artsmark Gold and Activemark, and has National Healthy School status.

**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

Lavant C of E Primary School provides a satisfactory quality of education. The strong ethos of care and consideration for others leads to pupils' good spiritual, moral, social and cultural development and good behaviour. The curriculum provides relevant and often exciting learning opportunities and contributes well to pupils' good personal development, as does the school's good care, support and guidance and safeguarding. Pupils say they feel exceptionally safe and greatly enjoy school. This shows in their good attendance. Academic progress, although satisfactory, is variable because of inconsistencies in the quality of teaching. The new headteacher has a clear vision for the school's future, is building on the school's strengths and has begun to make necessary changes to improve pupils' progress.

At the end of Year 6, pupils' attainment in English and mathematics is average, with a picture of improvement for the current Year 6, especially in writing. However, individual pupils' attainment is not always as good in other areas, sometimes lagging in reading and sometimes in mathematics, and this is a limiting factor. Progress is satisfactory overall, with good progress in Years 2 and 6 and satisfactory progress in other years. Children in the Early Years Foundation Stage make a satisfactory start. Their attainment on entry to Year 1 is average but there is more to do to lift their reading, phonics and writing skills to match other areas of learning. Pupils with special educational needs and/or disabilities make progress in line with their peers. Later entrants are helped to quickly adjust to the school and their progress and learning are similar to their peers.

The quality of teaching and the use of assessment to support learning are satisfactory overall. In the best lessons, teachers use assessment information well to plan activities that closely match pupils' learning needs and build on their prior learning. However, at times, activities do not match the needs of different groups of pupils closely enough in phonics (the sounds that letters make) and mathematics. Pupils are not always adept when applying phonics to reading and writing. Good partnerships with parents and carers support pupils' learning well, including programmes for parents and carers to help their children at home with reading.

Leadership and management are satisfactory. The headteacher is tackling areas for improvement with urgency. This includes strengthening the school's self-evaluation by implementing more rigorous electronic assessment systems across the whole school. In the past, there has not been quick enough action to improve teaching when pupils have not met their attainment targets. Senior leaders and middle leaders

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make regular checks on teaching but these have not focused enough on identifying the learning of particular groups in English and mathematics. The school's satisfactory capacity for sustained improvement is shown by the impact of the improved curriculum on raising pupils' achievement in writing and better provision in information and communication technology (ICT). Leaders and governors have plans to bring about improvement and have accurately identified the key areas for development. The improvement plan does not show how initiatives to improve progress will be evaluated and there are not enough measurable targets. Governors are keen to provide more challenge and acknowledge they have not yet had enough training in matters to do with achievement to help them in this.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise achievement by July 2012 by:
  - ensuring individual pupils attain as highly in reading and mathematics as in writing, by Year 6
  - improving children's attainment in the Early Years Foundation Stage in reading, phonics and writing by providing them with consistently good learning opportunities
  - accelerating pupils' progress in Year 3 in mathematics.
  
- Improve the quality of teaching so that pupils in all years make good or better progress by July 2012 by:
  - using assessment information and groupings more effectively to plan and ensure lessons build upon all pupils' prior learning
  - strengthening the direct teaching of reading in literacy lessons and enabling pupils to consistently apply their phonics skills to reading and writing
  - providing phonics and mathematics training for teaching staff and deploying all adults effectively to support learning.
  
- Ensure that all those with leadership responsibilities focus rigorously on improving the academic outcomes for pupils by:
  - rigorously monitoring the impact of teaching on the progress of different groups in literacy and numeracy
  - ensuring the school improvement plan shows measurable targets and clear criteria for evaluating the impact of new initiatives
  - providing training for governors in attainment and achievement matters.

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## Outcomes for individuals and groups of pupils

**3**

Pupils' behaviour is consistently good. It makes a strong contribution to pupils' learning in lessons, particularly when teachers provide them with well-matched tasks. On entry to the Early Years Foundation Stage, children's starting points are similar to those seen in most schools and their attainment is average overall by the time they enter Year 1. However, children in Reception and Year 1 learn in mixed age and ability classes and, during whole-class phonics sessions, learning occasionally slows when the level of work provided does not fully meet their wide range of attainment.

Lesson observations and evaluation of pupils' tracking data and their work showed learning is usually satisfactory. Accelerated progress in Years 2 and 6 enables pupils to make up any ground lost. Stimulating texts and practical activities are often successfully used to prepare pupils for academic work, such as writing. This was seen in a good literacy lesson for pupils in Years 1 and 2 when pupils wrote speech bubbles to predict conversations of main characters in 'Arthur's Fantastic Party'. Careful planning and prompts by adults ensured pupils of different abilities learned to successfully apply their phonics skills to their writing. However, this good quality of learning in phonics is not consistent throughout the school. The school is fully aware of this and that pupils' learning in Year 3 slows in mathematics when their work does not consistently build on the basic skills they acquire in Year 2.

Pupils with special educational needs and/or disabilities achieve satisfactorily. The school is providing intervention for these pupils while recognising that better teaching is the key to securing improved achievement. Those with behavioural, emotional and social difficulties are helped very well and incidents of poor behaviour are very rare. Pupils have a very good knowledge of how to keep themselves safe. They reported no bullying and trust adults to deal with any that might occur.

By Year 6, pupils' behaviour is excellent. They are articulate and confident learners and strong role models for younger pupils. They are responsible and very mature in the way they share ideas and explore problems in small teams. Strong links with the church and community help to promote the school's family atmosphere, pupils' sense of security and good spiritual understanding. The thriving school and eco councils enable pupils to contribute well to school decision making. Pupils develop a good awareness of how to lead a healthy lifestyle and enjoy the wide range of activities to help them to keep fit. This is reflected in their national awards. The extent to which they build up and apply their basic skills and their good attendance prepare them soundly for the future.

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*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>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Visually stimulating classrooms and good relationships mean that learning takes place in a supportive atmosphere. The school has regular and accurate assessment information about the performance of pupils. In the best lessons, teachers use this information and their secure subject knowledge to plan well-matched and challenging activities that enthuse pupils. Teachers check pupils' understanding throughout these lessons and provide further support, if necessary. A good example of this was seen in a mathematics lesson for data handling in Years 5 and Year 6 where, during group work, the teacher adjusted the work for lower-attaining pupils to enable them to spend more time on consolidating their skills. There is not always enough direct teaching of reading in literacy lessons and teachers' subject knowledge for teaching phonics and mathematics is variable. The role of teaching assistants or other helpers is not always made clear, especially when supporting small groups in applying their phonics to reading and writing.

Pupils enjoy the school's broad curriculum and speak enthusiastically about memorable experiences such as when designing and making Aztec headdresses as part of a history-based project. The curriculum stimulates cross-curricular learning and supports pupils' personal development, language and thinking skills, including creativity, particularly well. Art and design, drama and music are used most effectively to bring pupils' learning alive, reflecting the school's Artsmark award. Strong partnerships with other schools and agencies enrich the opportunities

<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

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available for pupils. Pupils of all ages visit other schools in order to share learning experiences with larger groups of pupils of similar age than is usually possible for pupils attending a small school.

Good quality care, support and guidance ensure that pupils sustain very positive attitudes to learning and develop good relationships with adults and each other. Close working with parents and carers has had a good impact on improving attendance, including for a small number of pupils who were persistent absentees. The school works very well with outside professionals in order to support vulnerable pupils and help them to adapt to school.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders have been effective in embedding staff's ambition to create a caring and positive environment in which pupils are enthusiastic about learning. Leaders have had a satisfactory impact on raising attainment and accelerating progress. There is a monitoring cycle but judgements about school effectiveness have occasionally been too generous because the process has not been rigorous or systematic enough. It is too early to judge the impact of the new headteacher and relatively new senior leadership team but the headteacher is ambitious for the school. He has already begun to communicate his vision to staff and school leaders, and governors are clear about the actions needed to drive improvement. These include helping teachers to more successfully manage pupils' wide range of attainment in the mixed-age classes through more effective grouping arrangements. Governance is satisfactory. Governors meet regularly and are supportive. The governing body includes a number of new members. They are currently receiving training. Governors are keen to develop their expertise so they can challenge the school more effectively in achievement matters.

Safeguarding arrangements and systems for child protection are good and firmly established in policies, working practices and the school ethos. Everyone in the school is well briefed and takes responsibility for the safeguarding of pupils. The school promotes equalities satisfactorily. There is no evidence of discrimination. All groups of pupils make satisfactory progress, although progress is variable as pupils move through the school. Monitoring has not always kept a tight check on pupils' progress. Leaders are keen to lift these features to become good in the future.

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The school promotes cohesion in its own community well. It has good links abroad, including with France and Japan. It has evaluated that further work is needed to reach out beyond the local area and has clear plans for promoting and extending pupils’ national perspective.

*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>2</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Relationships are good and children settle quickly because they are happy and kept very safe. They make satisfactory progress and, by the end of Reception, their attainment is average overall. It is at higher levels for language, communication and thinking and for problem solving, reasoning and numeracy than for reading, sounds and letters and writing. Teaching is satisfactory. Routines are well established and there is a strong focus on developing children’s language and communication skills, with many practical opportunities for learning. Adults provide a good balance between child-initiated and adult-led activities. Topics such as ‘Winnie the Pooh’s party’ interest the children and are used well to develop children’s love of books. However, there is not always enough direct teaching of reading during whole-class literacy sessions, for example when planning to write a party invitation. When Reception and Year 1 pupils are gathered together, literacy activities are sometimes hard for all but the highest attainers. Children are not always shown how to apply their phonics skills to reading and writing well enough. Both indoor and outdoor activities are often interesting and there is a good range of equipment for enticing children to develop early numeracy skills. Children are supported sensitively with praise and guidance to develop their ideas and language.

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Leadership and management are satisfactory. Staff are keen to further their expertise and are welcoming the new opportunities for sharing good practice through visits to other schools. Resources for teaching reading have very recently been improved. Though information is not always used well, the assessment of individuals is thorough. The school is currently developing an electronic tracking system to enable more robust evaluation of the impact of provision on the progress of different groups.

*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 rate to the Ofsted questionnaire was below average. A very large majority of those parents and carers who returned the inspection questionnaire responded positively about the work of the school. Parents and carers and pupils are unanimous in their views that the school is a safe place to be. The very large majority of the parents and carers who returned the questionnaires said that they are very happy with their children’s experience at school and that their children enjoy coming to school. Inspectors endorse their views that the school keeps their children safe, are happy and are developing good attitudes to learning. Several parents and carers said they were pleased with the way the new headteacher had settled into his new role. Inspectors found that the headteacher has started to build on the school’s strengths and make important changes for raising pupils’ achievement.

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

Ofsted invited all the registered parents and carers of pupils registered at Lavant 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 inspection team received 33 completed questionnaires by the end of the on-site inspection. In total, there are 102 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	73	8	24	0	0	1	3
The school keeps my child safe	29	88	4	12	0	0	0	0
The school informs me about my child’s progress	22	67	9	27	0	0	0	0
My child is making enough progress at this school	21	64	12	36	0	0	0	0
The teaching is good at this school	22	67	11	33	0	0	0	0
The school helps me to support my child’s learning	23	70	10	30	0	0	0	0
The school helps my child to have a healthy lifestyle	14	42	17	52	2	6	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)	16	48	15	45	1	3	0	0
The school meets my child’s particular needs	19	58	13	39	0	0	0	0
The school deals effectively with unacceptable behaviour	15	45	16	48	1	3	0	0
The school takes account of my suggestions and concerns	17	52	12	36	2	6	0	0
The school is led and managed effectively	20	61	10	30	0	0	0	0
Overall, I am happy with my child’s experience at this school	22	67	11	33	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.**



16 November 2011

Dear Pupils

### **Inspection of Lavant C of E Primary School, Chichester PO18 0BW**

I would like to thank you for the very warm welcome that you gave to me and my colleague when we visited you recently. You were keen to show us your work and explain how things work in your school. We enjoyed our time in your school. Your good behaviour, positive attitudes and keenness to take on responsibilities make an important contribution to the success of your school.

Lavant is a satisfactory school. The headteacher and staff are working very hard to do their best for you and provide an interesting range of activities. You make satisfactory progress and by Year 6 attain average standards in English and mathematics.

We have asked the headteacher, the governing body and the staff to:

- make sure that, in Reception, you do as well in reading and writing as you do in number work
- ensure that by Year 6 your attainment is similar in English and mathematics.
- make sure that you always make good progress, taking into account what you have learnt when you were younger when learning basic skills
- make all lessons as good as the best ones so that the work is at just the right level and never too easy or hard for you
- ensure school leaders, teachers in charge of subjects and members of the governing body keep a closer check on how well you are doing.

We hope you will continue to enjoy school and carry on working hard in all you do.

Yours sincerely

Eileen Chadwick  
Lead inspector

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