

Clapham and Patching CofE Primary School

The Street, Clapham, Worthing, BN13 3UU

Inspection dates 12–13 September 2012

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

Summary of key findings for parents and pupils

This is a good school.

- In this small school, pupils benefit from strong relationships and a close knit community so that they feel safe, secure and valued.
- The headteacher and senior leaders have successfully raised expectations and increased a whole-school focus on learning. The headteacher has established a shared vision for the future of the school and a commitment and drive for further improvement.
- As a result, the quality of teaching is now good and pupils' achievement has improved significantly since the last inspection.
- Pupils achieve well and most make good progress from their starting points. Pupils' attainment at the end of Key Stage 2 has improved over time so that it is broadly in line with national levels.
- Pupils are proud of their school and want to do well. They are polite, show respect for adults and for each other, and their behaviour is good.

It is not yet an outstanding school because

- There is not enough outstanding teaching. Slight variations in the quality of teaching mean that sometimes pupils' progress slows during lessons. This is typically the case when opportunities are missed for teachers to actively involve pupils at different times during lessons and use questioning to gauge and build on their understanding.

Information about this inspection

- The inspector observed teaching in eight lessons and part lessons.
- Discussions were held with senior staff, teachers, members of the governing body, a representative from the local authority, parents and carers and pupils.
- The inspector looked at a range of documentation including the school's improvement plan, safeguarding arrangements, policies and records of pupils' progress and attainment.
- The inspector took account of 27 responses to the on-line Parent View survey, in addition to views expressed in person by parents and carers during the inspection.

Inspection team

Julie Sackett, Lead inspector

Additional inspector

Full report

Information about this school

- Clapham and Patching is much smaller than the average-sized primary school.
- All pupils are taught in mixed age classes.
- The proportion of pupils from minority ethnic backgrounds is well below average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils eligible to receive free school meals is in line with the national average.
- The proportion of disabled pupils and those with special educational needs supported by school action is above average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils known to be eligible for pupil premium is in line with national averages.
- The proportion of pupils who join or leave the school other than at expected times is above the national average. This is due, in part, to the school's increasing popularity.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure there is a greater proportion of outstanding teaching by:
 - ensuring that pupils are always actively involved throughout lessons
 - increasing the use of open-ended questions during lessons to explore and build on pupils' understanding
 - increasing opportunities for pupils to talk to their peers about their ideas and their learning.

Inspection judgements

The achievement of pupils is good

- Children's skills and levels of development when children start school, and their attainment at the end of Reception Year, vary from year to year.
- In 2012 attainment at the end of Reception Year was above average and this represents good progress, particularly in children's ability to link letters and sounds, reading and in the development of personal and social skills.
- Children settle quickly and rapidly grow in self-esteem and independence because relationships are strong and activities successfully encourage children to make choices about their learning.
- Most parents and carers feel that their children make good progress across the school. Evidence shows that pupils' achievement has improved significantly since the last inspection and that pupils make good progress. Very small numbers of pupils in each year group mean that attainment varies from year to year.
- High mobility, chiefly caused by pupils arriving at the school at other than expected times, means that some pupils have been in the school for a relatively short period of time. This is reflected in variations in pupil progress in some year groups. Pupils who have attended the school for substantial periods of time make good progress.
- Pupils make good progress across Key Stage 1 and Key Stage 2. There was a marked improvement in the attainment of pupils at the end of Key Stage 1 in 2012, particularly in reading and mathematics, so that standards in these subjects were above average. Improved attainment in writing brought standards in line with the national average in 2012.
- Attainment at the end of Key Stage 2 in 2012 was below average in reading and writing and above average in mathematics. This represents good progress from pupils' starting points. The progress made by pupils in Year Six has accelerated over the last three years. In 2012, all the pupils in Year Six made better than expected progress in reading, writing and mathematics.
- High expectations and careful planning ensure that more able pupils are appropriately challenged so that they make good progress overall. This is reflected in an increase in the proportion of pupils attaining the higher levels in reading, writing and mathematics at the end of Key Stage 2 in 2012.
- Disabled pupils and those with special educational needs make good progress because teachers and other adults have a thorough understanding of their needs. Individual support for pupils with complex needs is particularly effective so that these pupils make at least good progress from their starting points. Pupil premium is used effectively for those pupils for whom it provides support so that they achieve well.
- Literacy lessons are planned with care to engage and interest pupils. For example, during the inspection pupils enjoyed identifying the rhythm in a performance poem linked to their topic on the Egyptians.
- Practical activities are used well to deepen pupils' understanding of mathematical concepts. For example, during the inspection a group of pupils confidently counted in tens using a giant number line to check the accuracy of their estimates, whilst a second group estimated and counted pasta shapes.

The quality of teaching is good

- Most parents and carers consider their children to be well taught in the school. Inspection evidence shows that teaching is typically good. Teachers make good use of confident subject knowledge to plan lessons which are well paced, interesting and which effectively build on pupils' knowledge and understanding.
- Where teaching is most effective, teachers' skilful questioning, including the use of open-

ended questions, is used to ensure that pupils are actively involved in the lesson and that the teacher's input builds on their understanding. For example, during the inspection, questioning was used effectively by a teacher to explore and deepen pupils' understanding of a Katie Morag story.

- However, very occasionally during lessons pupils are expected to listen to the teacher for too long, and opportunities are missed for pupils to discuss their ideas with other pupils in the class. At these times the progress they make slows a little.
- There is a well-established and systematic approach to the teaching of reading, including phonics (how letters and sounds are linked), so that pupils are able to use a range of strategies to tackle unfamiliar texts with increasing confidence.
- Pupils of all ages and abilities thoroughly enjoy reading and are developing personal preferences for particular authors and genres. For example, during the inspection one pupil told the inspector that her favourite author was Jacqueline Wilson, whilst another relished the surprise concealed on the final page of his reading book.
- Teaching assistants typically demonstrate good subject knowledge so that the pupils they work with make good progress. For example, during the inspection a teaching assistant working with a group of Year 1 pupils ensured that pupils pronounced sounds correctly during a phonics session.
- Provision for pupils with disabilities and those with special educational needs is good quality. Teaching assistants and other adults work closely with class teachers to ensure that learning for these pupils is well focused and accurately matched to pupils' needs. Strong relationships established between pupils and adults, combined with clear and consistent expectations, are key features of the school's success in securing pupils' good progress.

The behaviour and safety of pupils are good

- Pupils treat adults and other pupils with respect. Good quality relationships between pupils of different ages make a significant contribution to the community ethos of the school. For example, during the inspection Year One pupils happily helped each other to master a drawing programme whilst using laptop computers.
- Pupils want to do well and are keen learners. Their positive attitudes are reflected in improved attendance rates, which are in line with the national average.
- Older pupils recognise and appreciate improvements in behaviour since the arrival of the headteacher and other members of staff.
- Most parents and carers consider pupils to be well behaved in school and believe the school deals effectively with any cases of bullying. A few parents and carers expressed concern about the school's approach to bullying.
- Inspection evidence indicates that the school deals appropriately with any cases of bullying. Pupils have a good understanding of different types of bullying, such as cyber bullying and racism, and demonstrate a sensible awareness of how they can help to keep themselves safe.
- Pupils know what to do if they have any concerns. They told the inspector that adults in the school take any worries they may have seriously and sort things out quickly. Parents and carers concur with this view, demonstrating that their children feel safe in school.

The leadership and management are good

- Changes in staffing in recent times have been managed well by the headteacher and governing body and the school is now benefiting from a more settled period. The headteacher is ably supported by middle leaders, whose confident subject knowledge makes a valuable contribution to school improvement.

- A system for tracking pupils' progress has been successfully introduced and is used well to evaluate the effectiveness of teaching. This system is now well established and used, alongside performance management procedures, to plan and deliver appropriate professional development. Its success is evident in the improved quality of teaching and its impact on raising achievement.
 - The school is strongly inclusive and actively promotes equality of opportunity. The diverse range of abilities and needs in the school is embraced by staff and parents and carers alike and all pupils are expected and helped to do their best, regardless of their ability. Any discrimination is tackled robustly.
 - The school promotes pupils' spiritual, moral, social and cultural development well. For example, pupils demonstrate a good awareness of different cultures and religions. They respond sensitively to opportunities to reflect and participate enthusiastically during assemblies.
 - Improvements to the fabric of the school, such as the introduction of an all-weather turfed area, have increased pupils' safety, enhanced their enjoyment of school and ensure that the best use is made of the space available.
 - Safeguarding arrangements meet statutory requirements.
 - Positive support provided by the local authority has successfully contributed to improved teaching and raised achievement.
 - Parents and carers recognise improvements in the school and are very supportive of the headteacher and her staff. The school's success is reflected in its increasing popularity.
 - **The governance of the school:**
 - The role of the governing body has developed well and governors have an accurate picture of the school's strengths and development needs.
 - Governors' strong support for the headteacher is balanced with a willingness and ability to ask questions about the school's performance. As a result, governors are increasingly well informed about the progress made by pupils and about aspects of teaching and learning which need further development.
 - The governing body makes a positive contribution to school improvement.
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What inspection judgements mean

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

School details

Unique reference number	125977
Local authority	West Sussex
Inspection number	406336

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	49
Appropriate authority	The governing body
Chair	Ros Waite-Jones
Headteacher	Jane Jones
Date of previous school inspection	20 January 2011
Telephone number	01903 871214
Fax number	01903 871495
Email address	office@claphampatching.w-sussex.sch.uk

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