

Steyping CofE Primary School

Shooting Field, Steyping, West Sussex BN44 3RQ

Inspection dates

21–22 March 2018

Overall effectiveness

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

Summary of key findings for parents and pupils

This is a good school.

- Recent restructuring of the school's senior leadership team has brought about rapid whole-school improvement in a short space of time.
- Leaders have a clear overview of the strengths and weaknesses of the school and they are constantly striving to improve pupils' outcomes. Attainment and progress are at least in line with the national average, and are improving rapidly.
- Behaviour in class and around the school is exemplary. Reward systems and praise are used well.
- Teachers have consistently high expectations. Lessons are well planned and challenging. As a result, pupils are on task and engaged in their learning.
- Attendance and punctuality have improved considerably for all pupils, and continue to do so. Pupils enjoy their time here and want to come to school every day.
- Governors know their school well, and offer a strong level of support and challenge to leaders.
- There is a strong culture of safeguarding in the school. The school offers a warm and welcoming environment, and pupils are proud to come here.
- The varied curriculum, supplemented with a wide range of clubs and activities, provides pupils with the opportunity to experience and develop a wide range of interests.
- Provision in early years is good and continuing to improve. Strong leadership and accurate assessment ensure that children make consistently good progress in all areas of learning.
- Disadvantaged pupils do not achieve the same standards as other pupils. The school is working hard to reduce the differences, but more needs to be done to ensure that this group makes consistently strong progress.
- Some teachers lack confidence in their use of assessment. This means that pupils' performance information is not always accurate.
- Recently introduced systems to improve writing have started to improve standards but are not fully embedded throughout the school.

Full report

What does the school need to do to improve further?

- Improve outcomes for disadvantaged pupils by ensuring that:
 - leaders evaluate the impact of interventions more effectively and adjust support as necessary to accelerate progress.
- Improve the quality and accuracy of assessment by ensuring that:
 - teachers are consistent in their approach to and use of performance information
 - leaders carefully monitor and moderate performance information across the school.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the appointment of the current headteacher in 2016, many new initiatives have been introduced which have improved the quality of education provided by the school. The positive impact of this work can be seen in all aspects of the school's work. One parent told inspectors that the headteacher has 'made fantastic changes' and that the school is safer because the headteacher has implemented more rigorous safeguarding procedures for visitors.
- Leaders and governors regularly monitor and review school performance, and have strategic plans in place to address any weaknesses. Leaders plan and manage changes carefully and staff are enthusiastic about the new initiatives which will help the school to improve further.
- Continuing professional development is effective, with one member of staff stating: 'Writing training has made the biggest and quickest difference of any training I have ever seen.' Nevertheless, the performance information that leaders use to evaluate progress is not always accurate. This is because the moderation and standardisation of assessments throughout the school are not yet consistently effective.
- Pupil premium funding is used well to increase the support available to disadvantaged pupils and their families, with two members of staff employed as mentors to provide this support. The mentors have built trusting relationships with families and, as a result, attendance and behaviour have improved.
- Extra-curricular activities provide excellent opportunities for pupils to develop essential life, social and independence skills, as well as new and interesting hobbies. Pupils talked to inspectors excitedly about music and sports clubs, and were eager for the inspectors to hear them play in the flute orchestra.
- Pupils who have special educational needs (SEN) and/or disabilities are catered for well. Pupils within the specialist support base regularly work in the main school, providing them with increased opportunities for social interactions and allowing them to make invaluable friendships. Clear structures for tracking pupils' achievements and personalised learning opportunities allow these pupils to make good progress.
- Preparation for life in modern Britain is woven into the school's work. Pupils are encouraged to develop respect for people with different faiths and beliefs to their own. Displays around the school are interesting, varied and help pupils to understand and appreciate a wide range of cultures. Differences are celebrated.
- The spiritual, moral, social and cultural development of pupils is excellent. Pupils clearly have a sense of enjoyment when learning about themselves and the world around them. The 'playground buddies' system allows pupils to volunteer to help their peers. They have a great sense of responsibility and enjoy their training for this, part of which is how to spot a child who looks sad in the playground so that they can help.

Governance of the school

- The governors share the leaders' drive to improve outcomes for all pupils. They are knowledgeable, reflective and realise the importance of having the skills and understanding necessary to help the school to improve. After undertaking a recent skills audit, they have successfully addressed the areas of weakness that they identified, resulting in a very capable governing body.
- As a result of regular visits, meetings and reports, the governors know the school very well, and offer an effective level of support and challenge to school leaders.

Safeguarding

- The arrangements for safeguarding are effective. Pupils feel, and are, safe. They trust staff and know who to go to if they have any concerns. They are aware of dangers. For example, older children are very aware of how to keep themselves safe online.
- Safeguarding documentation is strong and the school has three designated safeguarding leads to make sure that there is always a member of staff around to deal with any concerns quickly. All staff have regular, comprehensive training in all aspects of safeguarding.
- Since September, the school has been using a new recording system for all safeguarding-related issues. As a result, vital communication across the school and between the school and external agencies has improved.
- Parents and carers feel that safeguarding has really improved since the new headteacher joined the school. For instance, there are now clear, safe arrangements for dropping off and picking up their children.

Quality of teaching, learning and assessment

Good

- Pupils enjoy lessons and are very proud of their work. They were keen to show inspectors what they were working on. One pupil told us: 'We're making up dragon stories and I'm really enjoying it!' They talk clearly and confidently about what they are learning, and find their work challenging.
- Teachers have strong subject knowledge and use this very effectively to question pupils precisely and probe their thinking. Teachers explain things well and make good links back to prior learning. Pupils' knowledge and understanding are strengthened as a result.
- Teachers give pupils very clear, thoughtful feedback. This, along with encouragement to really think about their work for themselves, helps pupils to understand what they need to do to improve their work. However, teachers do not always assess pupils' understanding accurately. This prevents teachers and leaders from gaining a clear overview of pupils' strengths and weaknesses.
- Pupils make good progress over time across the curriculum. They do not always 'get it right' first time. A Year 2 pupil struggling with subtraction was able to master this within a short space of time as a result of effective teaching and support.
- Pupils told us they enjoy reading because the school provides a broad and interesting

choice of books in the newly built library. They tackle texts confidently because they have effective skills in phonics to help decode unknown words easily, and they are able to read expressively to bring the text to life.

- The impact of the recent initiative to improve writing can clearly be seen. Pupils understand what to do, and the work provides many opportunities for pupils to develop their vocabulary and composition skills. As a result, pupils now make better progress.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are very positive about their school. One pupil said: 'I have so much fun in my lessons; it's not really like work.' A Year 6 pupil told us he wishes he 'never had to leave' this school.
- The school places a great emphasis on the social and emotional development of pupils. During breaktimes and lunchtimes, pupils have access to 'Caterpillars', a safe, home-like environment, where pupils feel secure. The positive impact of the work carried out by the 'children's mentors' can be seen in the increased confidence and self-esteem of many pupils.
- Pupils listen respectfully to each other and to their teachers. This helps them get on with their learning.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave very well in class, in assembly, around the school and at breaktimes. In class, pupils listen attentively to their teachers, concentrate fully and work hard on their work. In the playground, pupils play happily together.
- Pupils respond effectively to the established routines round school and to positive strategies such as the 'praise pod'. This is an egg-shaped chair where they have their photo taken for either exceptional work or actions that are supportive to others.
- Attendance and punctuality have improved rapidly. Rigorous processes are now in place to ensure that any absence is followed up immediately. Pupils and their families receive highly effective support where necessary.

Outcomes for pupils

Good

- Most pupils make strong progress, with many making more rapid progress. It is clear to see the positive impact of recent work to raise standards in writing and mathematics. Standards are rising across the school and in many subjects.
- Attainment has improved since 2017, when attainment at the end of in key stage 1 was below the national average in reading, writing, mathematics and science. The school's recent initiatives to raise standards are starting to show positive impact, and

attainment is improving rapidly in all areas.

- In 2017, the progress of key stage 2 pupils improved and was in line with the national average in reading, writing and mathematics. Current pupils are making strong progress from their starting points.
- The proportion of pupils reaching expected standards in the phonics screening check was below the national average in 2017. Improvements in the quality of teaching have increased the proportion of pupils on track to reach the expected standard this year. Pupils who had fallen behind when in Year 1 have caught up well in Year 2.
- Pupils in the specialist support centre make high levels of progress in their learning and in their social and emotional skills.
- Outcomes for disadvantaged pupils are improving towards those of other pupils. Nevertheless, there is still a difference in attainment between disadvantaged and other pupils that needs to be addressed by leaders.

Early years provision

Good

- The proportion of children achieving a good level of development at the end of Reception was below the national average in the recent past. The early years leader is aware of the areas which need to be improved, and has put strategies in place to tackle these. The impact of these improvements is starting to be seen. Learning journals illustrate each child's development and achievements well. Current children are making strong progress, and the proportion on track to achieve a good level of development is in line with the national average.
- Children in the Reception classes are given a wide range of opportunities to develop their skills across the curriculum. They play together well, with many chances to explore and be independent. Children initiate play because the adults use resources and ideas that stimulate their ideas and interests and excite them.
- The staff in early years work hard to engage parents and involve them in their children's learning. Attendance at parents' events has improved. An impressive 90% of Reception parents attended the 'superhero' morning during the inspection.
- The early years leader is reflective and insightful. She monitors the quality of provision effectively and offers advice and guidance to staff. Staff work closely with local schools to share expertise and ideas. The positive impact of this close work can be seen in the effective writing and fine motor skills resources used with children in Reception.
- Children in early years behave very well. They understand the clear routines, and respond well to the high expectations from staff.
- Children with SEN and/or disabilities make good progress from their starting points because staff know them well and personalise their learning.

School details

Unique reference number	125996
Local authority	West Sussex
Inspection number	10040713

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	419
Appropriate authority	The governing body
Chair	David Peace
Headteacher	Sue Harrison
Telephone number	01903 813 420
Website	www.steyningprimary.org.uk
Email address	office@steyningprimary.w-sussex.sch.uk
Date of previous inspection	22–23 October 2013

Information about this school

- Steyning Primary School is a Church of England mixed gender, two-form entry school. The school has a speech, language and communication unit with places for nine pupils.
- The vast majority of pupils are from White British backgrounds, and the proportion of pupils eligible for pupil premium funding is below the national average.
- The school has a higher-than-average proportion of pupils who have a statement of special educational needs or an education, health and care plan.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

Information about this inspection

- Inspectors visited 28 lessons in total, some of which were visited with senior leaders. These included a wide range of subjects and all key stages.
- Inspectors observed pupils at breaktimes, lunchtime and during assembly, and heard pupils read.
- Formal and informal discussions took place with senior leaders, middle leaders, teachers, teaching assistants, parents, members of the governing body and representatives from the local authority.
- Inspectors met formally with a group of pupils, and spoke to pupils in classes and around the school.
- A wide range of documentation relating to safeguarding, including the single central register, was scrutinised.
- The school's website, self-evaluation, plans for development and analysis of pupils' attainment and progress were evaluated.
- Pupils' work in a variety of subjects was scrutinised by inspectors.
- Inspectors took into account the views expressed in 83 responses to Ofsted's online questionnaire, Parent View, and pupil and staff questionnaires. The school's own questionnaire responses were also considered. Inspectors spoke to parents and carers in the playground at the end of the day.

Inspection team

Maxine McDonald-Taylor, lead inspector	Ofsted Inspector
Amanda Gard	Ofsted Inspector
Ross Macdonald	Ofsted Inspector

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