

Downview Primary School

Wroxham Way, Felpham, Bognor Regis, West Sussex PO22 8ER

Inspection dates

6–7 February 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher and senior leaders have worked hard to improve teaching and pupils' outcomes.
- Teaching, learning and assessment are strong, particularly in key stage 2 and early years.
- Teaching is less strong in key stage 1. As a result, some pupils display negative attitudes to learning. However, leaders' strategies to improve teaching further in key stage 1 are increasingly effective.
- In the past, progress in reading and writing has not been strong enough. However, current pupils make good progress in reading, writing and mathematics.
- The proportion of pupils reaching the expected standard for their age is growing. As yet, too few pupils reach a higher standard because teachers' expectations of the most able pupils are not high enough.
- Disadvantaged pupils make strong progress because extra funding is used effectively.
- Children in early years make strong progress because of well-planned teaching and high-quality care.
- Leaders ensure that the curriculum is broad and interesting. Pupils experience a range of subjects that develop their knowledge, skills and understanding well.
- Pupils' personal development and welfare are outstanding because leaders have created a very nurturing environment where pupils develop their confidence extremely well.
- Pupils' behaviour is very positive. They listen carefully in classes and are well mannered. Pupils are respectful of each other and towards members of staff.
- Governors are passionate and committed to the school. They challenge and support leaders effectively.
- Pupils with special educational needs and/or disabilities (SEND) make good progress from their starting points because of strong teaching and purposeful support from teaching assistants.

Full report

What does the school need to do to improve further?

- Continue to improve teaching in key stage 1 so that pupils' attitudes to learning are consistently positive.
- Ensure that teachers have consistently high expectations of the most able pupils so that, by the end of key stage 2, they achieve higher standards in reading, writing and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has galvanised leaders and staff to meet the challenges that the school has faced over the past three years. Aply supported by her leadership team, the headteacher has worked hard to ensure that teachers become more effective at ensuring that pupils make strong progress, particularly in reading and writing.
- Leaders understand the school's strengths and weaknesses well. Their self-evaluation is accurate. Consequently, their plans for school improvement are well devised and appropriate. Leaders have, rightly, focused on improving teaching so that pupils' outcomes improve.
- Weaker teaching in the past has led to progress that was below the national average in reading and well-below average progress in writing. Leaders have taken effective action to improve teaching. Teaching is now stronger, particularly in key stage 2, and current pupils' progress is improving. However, teaching has not improved as effectively in key stage 1.
- The headteacher has ensured that leadership is distributed. Senior leaders and middle leaders work together towards a common purpose. They share the high ambitions of the headteacher.
- Staff feel supported by leaders. Opportunities are available for career development in school, and staff believe that the training they receive is of a high quality.
- Fundamental British values are at the heart of the school's ethos. Pupils are acutely aware of the importance of tolerance and respect. Regular activities promote understanding of a range of cultures and religions. Pupils have a well-developed sense of democracy. For example, the school council is very popular with pupils. 'Councillors' are voted onto the school council and the prospective leaders have to prepare a speech to perform in front of fellow pupils.
- Leaders have ensured that improvements in writing are central to the curriculum in all year groups. In many subjects, pupils practise writing increasingly complex stories, reports or letters so that they improve their language development and how they use writing to express ideas or opinions.
- The curriculum is broad and interesting. Pupils study a wide range of subjects. They develop their knowledge, skills and understanding well in a range of environments. As an example, pupils experience their 'woodland classroom', where they learn about geography and local history, among other subjects.
- Leaders prioritise the progress and development of disadvantaged pupils. Staff use a range of strategies to ensure that disadvantaged pupils overcome any barriers to learning that they encounter. For example, extra funding is spent on programmes to improve reading, speech and language support, and the funding of school trips. As a result, disadvantaged pupils overcome barriers to learning.
- Parents are overwhelmingly supportive of leaders and staff. They believe that their children receive high-quality teaching, support and care from committed staff. One parent commented to inspectors that the school was 'lovely, happy and lively'.

Governance of the school

- Governors know the school well. They have a wide range of expertise, and they are committed to school improvement.
- Governors prioritise the safety of pupils and monitor the records for verifying the suitability of staff regularly. They check the effectiveness of leaders' actions by visiting school and speaking to leaders. For example, during monitoring visits, governors include discussions on safeguarding regardless of the area of focus.
- Challenge and discussion are integral parts of governors' meetings. Governors ask leaders searching questions. As a result, they are well informed about the strengths and weaknesses of the school.

Safeguarding

- The arrangements for safeguarding are effective.
- A strong safeguarding culture exists across the school. Leaders ensure that procedures for checking the suitability of staff are rigorous. Staff are well trained in spotting signs that a pupil may be at risk of harm, and they thoroughly understand the processes of reporting concerns.
- Pupils have a secure sense of how to keep themselves safe online. Assemblies and dedicated 'safer internet' days provide pupils with information on safe online practices. Other types of safety are also taught within the curriculum. For example, Year 3 pupils learn about 'stranger danger'.

Quality of teaching, learning and assessment

Good

- On the whole, teachers' strong subject knowledge, skilful questioning and high expectations mean that pupils make strong progress, particularly in key stage 2 and early years.
- Staff have worked hard to improve pupils' vocabulary and redrafting skills so that their writing improves. In key stage 2, pupils' vocabulary is becoming increasingly sophisticated. For example, one Year 6 pupil described an entrepreneur who had invented edible cutlery as being 'righteous' in their ambitions.
- In key stage 1, teachers' planning does not always ensure that activities meet the needs of pupils. As a result, pupils sometimes display negative attitudes to learning. For example, in Year 1, some pupils finish activities quickly and lose interest in subsequent work. Leaders are aware of this and have put in place increasingly effective strategies to improve teachers' planning in key stage 1.
- In mathematics, teachers ensure that pupils build on their prior knowledge so that they can tackle increasingly complex tasks and deepen their mathematical understanding. Teachers' explanations in mathematics are very effective. In Year 5, for example, pupils quickly learn how to compare fractions with the same denominators by using multiplication.
- Staff support pupils with SEND well. Teaching assistants provide carefully tailored support for these pupils that ensures that they make strong progress from their

starting points.

- Teachers closely follow the school's assessment policy. Pupils learn from their mistakes and respond to teachers' advice. This allows pupils to deepen their understanding of subjects, particularly in English and mathematics.
- Parents told inspectors that they appreciate the regular communications from staff. Parents specifically commented on the school's 'open' culture, where the headteacher, leaders and staff are available at short notice to discuss any concerns that they have. Parents also commented on the valuable homework that is set for pupils. This enables them to be well prepared for their lessons.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils exude confidence in their learning. Throughout the school, pupils readily talk about and display their knowledge, skills and understanding. They show support and helpfulness towards each other in their studies. As a result, pupils are well prepared for the next stages of their education.
- Staff ensure that pupils benefit from a caring and nurturing environment. Adults look after pupils very well and guide them skilfully if they make mistakes. Consequently, pupils, and particularly those with SEND, feel very well supported both in and outside of lessons.
- Pupils develop a sophisticated knowledge of how to live a healthy lifestyle. For example, older pupils understand what constitutes a balanced diet. They talk knowledgeably about different types of food, such as foods with carbohydrates.
- Pupils feel very happy in school. They enjoy learning and many pupils participate in extra-curricular activities. For example, pupils can join after-school clubs in activities such as cross country running, choir, karate, and football.
- Pupils are proud of their school and are keen to contribute to the school's development. They are keen to get involved in the numerous leadership opportunities available to them. Independence and responsibility are promoted by pupil leadership positions. For example, several pupils become 'play leaders'. Their duties include looking after younger pupils in the playground.

Behaviour

- The behaviour of pupils is good.
- Pupils are well mannered and courteous. From early years to Year 6, pupils hold doors open for each other, are polite and are welcoming to visitors.
- Pupils attend school regularly. Attendance, in 2018, was similar to the national average for primary schools. The proportion of disadvantaged pupils who were persistently absent in 2018 was above average. However, leaders' strategies to improve attendance for disadvantaged pupils are increasingly effective. Consequently, fewer disadvantaged

pupils have missed school regularly in the current school year.

- The school is a harmonious and happy place because pupils take care of each other and follow the school's rules. During social times, pupils play together safely and move around the school in an orderly manner. Younger children learn the school's rules quickly and follow the positive examples that older pupils set.

Outcomes for pupils

Good

- In 2018, Year 6 pupils made below average progress in reading and well below average progress in writing. Their progress in mathematics was average. Leaders have been resolute in ensuring that plans for school improvement focus on improving pupils' progress in reading and writing.
- The proportion of pupils who attained expected standards in reading, writing and mathematics by the end of key stage 2, in 2018, was similar to the national average for primary schools. However, too few of the most able pupils attained the higher standards.
- Current pupils make strong progress across subjects. Improved teaching, particularly in key stage 2, has ensured that pupils develop their knowledge, skills and understanding well, particularly in reading and writing.
- Across the curriculum, improved teachers' strategies for teaching reading and writing mean that the proportion of pupils reaching age-related expectations is growing. However, too few pupils achieve greater depth in key stage 1 or higher standards in key stage 2 because teacher expectations for the most able are not high enough.
- In key stage 1, pupils develop reading skills well. They enjoy reading and benefit from frequent opportunities to develop their reading skills. As a result, an above-average proportion of pupils meet the expected standard in the Year 1 phonics check.
- Disadvantaged pupils make good progress because teachers reduce their barriers to learning using effective teaching strategies. The skilful care and nurturing from staff also make sure that disadvantaged pupils develop personally and academically.
- Pupils with SEND make strong progress from their starting points. Carefully constructed plans for their development mean that teachers and teaching assistants employ bespoke strategies that improve their progress.

Early years provision

Good

- Early years lessons are adeptly organised. Well-planned teaching meets the needs of pupils. Teachers and support staff have high expectations of children. As a result, activities are challenging, and children are enthused and engaged.
- In lessons, children learn the school's formal rules, such as listening to teachers, taking turns and sitting sensibly. Children behave very well. They develop their concentration skills and apply themselves thoughtfully to activities. Children also develop their social skills and confidence effectively because of the closely supervised, nurturing environment.
- Teachers' clear explanations of the sounds that letters make enable children to put

letters together to make basic words. Children learn the correct terminology for combinations of letters. One parent told an inspector that, at home, her daughter was excited to explain the meaning of 'diagraph' and give her several examples.

- Developing children's writing is an everyday part of the curriculum. Many children choose to write during their school day. Other activities enable children to practise their fine motor skills and then apply them to writing. Children make good progress in meeting the early learning goals in writing.
- Children's outcomes by the time they leave early years are good. The proportion of children who achieved a good level of development by the end of Reception was above the national average in 2018. Current children continue to make strong progress.
- The environment is bright, stimulating and vibrant. Teachers and support staff ensure that carefully chosen activities stimulate children's curiosity and interest. This means that they are eager to learn.
- Parents are very positive about the provision in early years. They value the communication with teachers and feel that their children are well cared for. One parent told an inspector, 'Staff really seem to care'.
- Safeguarding is effective and children's welfare requirements are met. Staff are well trained and vigilant in ensuring that all children are safe. Children feel safe and understand how to act in a safe way.

School details

Unique reference number	140048
Local authority	West Sussex
Inspection number	10084283

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	511
Appropriate authority	Board of trustees
Chair	Susan Hawthorn
Headteacher	Mandy Williams
Telephone number	01243 820 511
Website	www.downviewprimary.co.uk
Email address	office@downviewprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Downview Primary School is an above average-sized primary school. The school became an academy converter in September 2013 and is currently the only school in the Downview Trust.
- The large majority of pupils are of White British background.
- The proportion of pupils with SEND is above the national average for primary schools.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils who are disadvantaged is below the national average for primary schools.

Information about this inspection

- Inspectors observed learning in all year groups. In several observations, senior leaders joined inspectors.
- Inspectors met with the headteacher, senior leaders and a governor/trustee.
- Inspectors met formally with groups of pupils from key stage 2.
- Pupils' behaviour was observed in lessons, around the school and during breaktimes and lunchtimes.
- Inspectors looked at samples of pupils' work and observed pupils' behaviour in lessons and around school.
- Inspectors considered the views of staff from a meeting with a group of staff.
- Inspectors spoke with parents at the start of the school day.
- Documentation scrutinised by inspectors included the school's plans for improvement, school self-evaluation, reports on attendance and behaviour, records relating to pupils' safety, minutes of governors' meetings and information on pupils' outcomes.

Inspection team

Harry Ingham, lead inspector	Her Majesty's Inspector
Becky Greenhalgh	Ofsted Inspector
Bruce Waelend	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019