



# Aldingbourne Primary School

## Inspection Report

**Unique Reference Number** 125816  
**LEA** West Sussex  
**Inspection number** 282005  
**Inspection dates** 23 May 2006 to 24 May 2006  
**Reporting inspector** Sheila Browning AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Westergate Street
<b>School category</b>	Community		Westergate
<b>Age range of pupils</b>	4 to 11		Chichester, West Sussex PO20 3QR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01243 542913
<b>Number on roll</b>	216	<b>Fax number</b>	01243 544425
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	31 January 2000	<b>Headteacher</b>	Miss Liz Webster

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 23 May 2006 - 24 May 2006	<b>Inspection number</b> 282005
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Aldingbourne Primary School is of average size compared with other primary schools. Most pupils are from White British families and a few are from White European families. The school has a lower than average proportion of pupils with learning difficulties. When they enter the school the attainment of most children is broadly at the level expected for their age. In recognition of its work, the school has gained Artsmark Gold, Basic Skills Quality Mark, Sports Activemark Gold Award, and Healthy Schools status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

The school judges its effectiveness as outstanding and inspectors agree. All aspects of the school's work are at least good and significant areas are exemplary. In the Reception Year, children get off to a really strong start and make excellent progress because of the outstanding teaching and exceptional learning experiences provided for them. As pupils move up from the start of Year 1 to the end of Year 6 they build well on this very good start.

Leadership and management are exceptional and are the driving force behind the school's improvement and effectiveness. Standards are significantly above the national average at the end of Year 6 in mathematics and science and they are rising. Effective support to raise pupils' writing skills, has resulted in significant improvements recently. However, the school recognises that this is an area needing further development if the standards in English, which are currently above average, are to match those in mathematics and science. Pupils also reach standards significantly higher than normally found at this age in many other subjects.

Teaching is inspirational and imaginative and, because of this, pupils really enjoy learning. Pupils' differing needs are sharply identified so that teaching is closely matched to them. The curriculum is innovative, rich and stimulating. Pupils' personal development is outstanding and pupils are fully involved in all the school offers. Children really are valued as individuals and parents are strongly supportive of the school. Parents say that a fun, energetic and thirsty educational atmosphere hits you from the moment you enter the school. The school has successfully tackled all the weaknesses identified at the last inspection. It gives outstanding value for money and has an excellent capacity to continue to improve.

### What the school should do to improve further

- Continue to focus on improving the content and organisation of pupils' writing to help them to communicate their ideas.

## Achievement and standards

### Grade: 1

By the time pupils leave the school, they achieve exceptionally well in relation to their starting points and capabilities. Children join the Reception Year with skills broadly at the level expected for their age. By the end of the Reception Year, the majority of children are likely to exceed the nationally expected goals. In Years 1 and 2, pupils make good progress and some individuals have made exceptional progress to achieve significantly above average standards.

Standards are significantly above average in mathematics and science by the end of Year 6. The above average standards in English in the 2005 national tests have been improved further this year. The school has worked really hard and effectively to improve the standards reached and has successfully targeted pupils' skills in writing. The school's

thorough and accurate tracking of pupils' progress in Year 6 confirms that pupils now in Year 6 have made good progress in relation to their starting points in Year 3 and some individuals have made exceptional progress. Pupils have made good progress this year towards the challenging targets set for their performance in the national tests.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are excellent. Pupils love coming to school and most see the school as being exceptional; consequently their attendance is above the national average. They are very courteous and behaviour is exemplary.

Pupils are sensible and very responsible for their age, happily working in unsupervised groups. They are trustworthy, appreciate the importance of following the school's rules to ensure everyone's safety, and understand the boundaries outside of which they must not step. Pupils have a very good awareness of the need to eat a healthy diet and to be physically active. They are fully involved in school life and respond well to opportunities to make suggestions about possible changes, although few can think of any changes that might be necessary. Pupils contribute very positively to the school and local community.

Skills to help pupils in later life are developed exceptionally well, for example in English and mathematics and in how they relate to others. Whilst spiritual, moral, social and cultural development is outstanding, a relatively less well developed aspect is pupils' awareness of how different ethnic groups make up and contribute to modern British society.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Excellent teaching is the most significant reason for pupils having made outstanding progress by the time they leave the school. Fundamental to the successful teaching are the interest and excitement generated. These are achieved through well planned activities, which put children at the centre of learning. For example, pupils' interest is stimulated as adults dress up and act in role, such as the witch and wizard seen in Years 1 and 2. Pupils respond very positively because learning is made fun and relevant.

Rigorous assessment ensures that work is at the right level and that teaching extends and challenges all. Individual pupils, including those with learning difficulties and the gifted and talented, are effectively supported to ensure they make rapid progress. When children start in the Reception Year, teachers' expectations of the standards they are capable of attaining are high and this is maintained throughout Years 1 to 6.

Teamwork and excellent relationships between staff and pupils promote success and a positive approach to learning. Teaching assistants, working closely with teachers,

play an important part in ensuring success for all pupils and contribute particularly well to the progress of pupils with learning difficulties.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. Children in the Reception class experience a stimulating curriculum that really focuses on their individual needs. In Reception, as well as in Years 1 to 6, connections are made between subjects and areas of learning. This makes the subject content more meaningful for pupils. 'Extended sessions' enable pupils to be totally absorbed in a subject by sustaining their work in it for longer than the time of a usual lesson. Pupils' needs are very well met because of the many opportunities to learn through practical experiences with different teachers and in different ways. The curriculum focuses well on the development of basic skills. Good attention is being given to developing pupils' competence in writing in English and in other subjects. A wide range of visits, visitors including parents, and the use of external specialists enhance the curriculum and pupils' personal, social and health education. Close partnerships with local schools and the community ensure pupils have a strong sense of belonging to the school and that they have good opportunities to contribute to the wider community. Outstanding opportunities raise pupils' awareness of healthy, safe lifestyles such as first aid, the healthy schools scheme, and numerous creative, sporting and environmental activities. Pupils' involvement in the diverse range of after-school clubs and activities is high.

## **Care, guidance and support**

### **Grade: 1**

Pupils receive outstandingly good care, guidance and support. Robust systems are in place to monitor pupils' safety, well-being and progress. The highly committed staff guide, support and maximise pupils' learning. Child protection arrangements are very securely in place. In the Reception class, children are given highly effective support to settle in and to become confident learners. Information gained from the tracking of pupils' progress is very carefully used to set targets to help them to know what they need to do to improve their school work. This is done particularly well in English, mathematics and science and is a factor in the improved writing standards this year. Pupils clearly understand their targets. The quality of guidance is really strong and effective in all subjects. The personal, social and health education contributes significantly to pupils' personal and emotional development and raises awareness of healthy, safe lifestyles.

Pupils with learning difficulties are very well supported and, as a result, they flourish and achieve well. Close links with outside agencies and partnerships with parents do much to meet the pupils' needs. Communications with parents are excellent. Parents say that the parent-teacher-pupil relationship is excellent and is paramount in the continuing development and educational needs of the child. The school gives high quality advice and support to prepare pupils for the next stages in their lives.

## Leadership and management

### Grade: 1

Exceptional leadership and management at all levels ensure that pupils achieve exceptionally well by the time they leave the school and that all aspects of provision are at least good and several are outstanding. The headteacher and deputy headteacher provide dynamic leadership and maintain a very strong focus on pupils reaching high standards through an exciting and vibrant curriculum and inspirational teaching. The clear vision and effective management of the school's senior staff have created a very effective staff team.

Owing to rigorous self-evaluation, the headteacher, staff and governors have a very accurate view of the strengths of the school and areas that require further attention to help maintain standards. Thorough systems monitor pupils' progress. The school carefully evaluates the effectiveness of what it does in terms of the impact it makes on pupils' learning. The impact of this is evident, for example, in the swift and effective way in which the school has sought to improve pupils' writing standards. Since the last inspection, the role of co-ordinators has developed greatly.

Governors carry out their role exceptionally well. They have regular contact with all aspects of the school's work. Detailed reports from the headteacher enable them to question and challenge successfully. Financial and other resources are used very effectively to help ensure children enjoy a full and stimulating education. Support from parents, partners and the community contributes to the school's success and the school takes full account of their views when planning action for improvement. Almost unanimously, parents correctly consider this to be an exceptional school. Given the school's track record of improvement, it is exceptionally well placed to develop further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for helping us when we visited your school. We very much enjoyed talking with you, looking at your work and seeing your lessons. We found that your school is outstandingly good and we agree with you that it is a fun place to be.

These are the things we found that Aldingbourne School does especially well:

You always try to do your best and work hard. The standard of your work is not only already very good but is rising.

Teachers work hard to make sure your learning really is fun and exciting and all the adults look after you well.

Your behaviour is excellent and the way in which you look after one another is impressive, which ensures that your school is a safe and happy place.

Your headteacher leads the school exceptionally well.

All the adults at your school are working hard together to make your school even better than it is now.

We know everyone wants to do better and we have suggested some things to help:

We have asked your teachers to make sure you continue to have good support to help you to develop and improve your writing skills.