



Lavant CofE Primary School

Inspection Report

Unique Reference Number 125986
LEA West Sussex
Inspection number 282037
Inspection dates 12 October 2005 to 12 October 2005
Reporting inspector Sheila Browning RISP

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

Type of school	Primary	School address	West Stoke Road
School category	Voluntary controlled		Lavant
Age range of pupils	4 to 11		Chichester, West Sussex PO18 OBW
Gender of pupils	Mixed	Telephone number	01243 527382
Number on roll	67	Fax number	01243 527382
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	27 March 2000	Headteacher	Mrs Christine Ann Smith

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Lavant Church of England Primary is a village school near Chichester. It is much smaller than most primary schools. Most pupils are from White British families but several minority ethnic groups are also represented in small numbers. Nearly a quarter of the pupils have special educational needs, but in some year groups, the proportion is higher. Of these, most have moderate learning difficulties. The percentage of pupils entitled to free school meals is average. Attainment on entry is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is an effective school in which children are valued and their views really matter. The leadership and management shown by the headteacher are outstanding. Christian values underpin this calm and purposeful school. Pupils make good progress. Children make a good start in the Reception class and make good progress in most areas of learning. However, the outdoor accommodation and role-play areas limit creative activities and need updating. By the end of Years 2 and 6, pupils do very well compared with their starting points in Reception. As one parent stated, 'The school has been great in meeting my child's needs both educationally and with any other additional needs'.

Teaching is good. Consequently, pupils really enjoy learning, have very good relationships and attitudes, and behave very well. Attendance is above that nationally. The curriculum is outstanding. Every opportunity is taken to enrich learning experiences. The provision for pupils' personal development, their care and guidance is exceptionally strong. Inspectors, pupils and parents agree with the schools own evaluation of its effectiveness as good. Improvement since the last inspection is good. The school has been extremely successful at raising standards. The school has a good capacity to make further improvement and gives good value for money.

What the school should do to improve further

- Develop the outdoor learning environment in the Foundation Stage and role-play areas.

Achievement and standards

Grade: 2

Children start in Reception with broadly average attainment. Annual variations occur because of each year group is small. They make good progress in all areas of learning and reach the expected levels by the time they start Year 1. Pupils make good progress in Years 1 and 2 and reach standards above the level expected. Since the last inspection standards have risen. The school has worked hard to ensure that all pupils' learning needs are met and they achieve well in writing and mathematics and even better in reading.

As pupils move through Years 3 to 6 they continue to make good progress. The results in national tests in 2005 were particularly good and represent a significant improvement on previous years. Pupils made exceptional progress in science and good progress in English, where the difference between writing and reading narrowed. The exceptional progress made in mathematics in 2004 was maintained. The current Year 6 are making better-than-average progress. The school identifies and targets the individual needs of pupils well. Because of this, more able pupils, those vulnerable and those with special learning difficulties make at least good progress and some make very good progress because they receive such very good support.

Grade: 2

Personal development and well-being

Grade: 2

Pupils' personal development is good. They have very good attitudes to school and behave very well. Attendance is good. Parents are unanimous in their belief that their children really enjoy what they do at school and pupils confirm this. They say that they especially enjoy lessons in writing, reading and drama. Pupils demonstrate good skills in drama and often work together to learn new skills. Helping them to work together is a good example of the positive ways in which the school is equipping its pupils for the future.

Pupils' spiritual, moral, social and cultural development is very good. Pupils are offered many experiences. These include developing a sense of wonder in assemblies and enjoyment in music, art and other creative activities. The stunning school grounds are also used sensibly to give pupils a sense of the wonders of the natural world. Pupils reflect on how their behaviour can affect others and how they can help other children who may be feeling lonely. This is a school where pupils care about others in an exemplary way.

Pupils are involved in all aspects of school life. For example, they decided that it would be a good idea to have 'buddies' wearing sashes at playtimes for other pupils to spot if they were feeling lonely. Their understanding of healthy living is good. Even Year 1 pupils understand the importance of exercise in keeping healthy.

Grade: 2

Quality of provision

Teaching and learning

Grade: 2

All of the parents who returned a questionnaire stated, 'Teaching and learning are good'; inspectors agree. Learners make good progress because of the emphasis on achievement and because teachers know their pupils well. They ensure pupils understand what lessons are about and involve them in their own learning. As one pupil stated 'We enjoy the work it is explained well and it is fun!' Teachers have high expectations and teaching is consistently good. In the Reception class children are particularly well supported by the classroom teaching assistants.

The support given to vulnerable pupils and those with learning difficulties is very good. More able pupils are challenged well; as one Year 6 pupil stated, 'At first the work in mathematics was easy but it is now much more difficult, we really enjoy the challenge'.

The school is sharply focused on meeting the full range of pupils' learning needs. Each pupil is tracked individually and, if they do not make the progress expected, teaching methods are re-evaluated and improved. Careful lesson planning and target-setting

successfully challenges pupils to do their best. Accurate and constructive marking helps pupils know what they need to do to improve their work.

Grade: 2

Curriculum and other activities

Grade: 1

The curriculum in the Reception class is suitably planned using national guidance. The children are in a classroom with Year 1 and 2 pupils so not all of the room is arranged to meet their particular needs and this limits creative opportunities. For the youngest children there is a good balance of independent activities and occasions when adults work with the children.

The school provides an outstanding range of activities and enrichment experiences that meet the needs of all pupils well. They are developing skills that will stand them in good stead for work and life in the community. Booster classes in English and mathematics are outstanding examples of how activities are tailored to meet individual needs. Gifted pupils are challenged well, with many extra opportunities, such as attending weekend classes at local colleges, for those with talents

The school is working towards attaining an Artsmark award to give the pupils an even wider, more exciting and creative curriculum. There is a rich range of experiences on offer, including working with artists, musicians and regular drama lessons. Opportunities to play sport and work on musical projects are also good.

Grade: 1

Care, guidance and support

Grade: 1

The care, guidance and support for pupils are outstanding. There is a welcoming atmosphere and adults successfully provide a safe, secure environment. Child protection procedures are very thorough. Staff and governors make regular risk assessments. Supervision before school, at playtimes and during lunch is particularly good. A senior manager is always near at hand if problems arise.

Pupils with special educational needs have very good support. The school's assessment and target-setting procedures provide the school with first-rate guidance on how to ensure pupils make progress. Parents are very positive about the way in which the school helps children to settle when they start school.

Grade: 1

Leadership and management

Grade: 2

The leadership and management shown by the headteacher are outstanding, and she maintains a robust and sustained lead. Key members of staff give good support. There are very effective systems to sustain the improved attendance, achievement and pupils'

behaviour. Pupils, parents and members of the community are fully included in the life of the school and play an active part in a range of activities. All staff are committed to, and involved in, moving the school forward.

The provision in the reception class has improved recently, with a big emphasis now given to planning more appropriately for the children who are in a class with Years 1 and 2 pupils. However, the outdoor accommodation and role-play areas limit creative activities and need updating.

The school's improvement and its capacity to improve further are good. All issues from the last inspection have been addressed and the improved standards in English, mathematics and science are exceptional.

The school's self-evaluation is finely tuned. Governors play an important and supportive role and hold the school to account. They are well led by their relatively new chair. Parents are asked for their views and they are highly satisfied with the school.

Grade: 2

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	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	2	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	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Lavant C of E School West Stoke Road Lavant Chichester West Sussex PO18 0BW

12th October 2005

Dear Children,

Thank you for helping us when we visited your school. We enjoyed talking with you and looking at your work. We are pleased that you enjoy school and we think that you are working hard.

These are the things that we are most pleased about:

you have an outstanding headteacher

standards have improved a great deal in the last year: well done!

your behaviour is very good and you are polite and helpful to one another and visitors

you like your teachers and headteacher because they make learning fun and interesting

you really enjoy your work and always try to do your best. When working you listen carefully

all the adults look after you and make sure that you feel happy and safe and get extra support when you find things difficult.

There is one thing that we think your school could do even better.

make the outside play area for the Reception children more exciting with a variety of big toys and other resources and to make the inside role-play area (like the optician's surgery) more fun. Maybe you can help your headteacher to think how to improve these areas.

Yours sincerely,

Sheila Browning Lead Inspector