

# Slinfold CofE Primary School

The Street, Slinfold, Horsham, West Sussex RH13 0RR

<b>Inspection dates</b>	17–18 May 2016
<b>Overall effectiveness</b>	<b>Good</b>
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	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The new headteacher and governors have set a new direction for the school and have secured necessary improvements.
- The quality of teaching has improved since the last inspection and is now good. Teachers give pupils valuable feedback about how to improve their work and pupils respond positively to this.
- Pupils make good progress in reading, writing and mathematics.
- Pupils' reading skills are well developed. They use these skills effectively to help them to write.
- Children in the early years make good progress because their teachers plan activities that match their needs so that they develop a range of skills.
- Pupils are keen to learn and willing to work hard. Their behaviour is good. They show respect for each other and adults.
- Pupils are kept safe. Adults ensure that there is a safe environment and pupils understand how to keep themselves safe.
- Pupils benefit from a well-planned, interesting curriculum which supports their learning effectively. Pupils enjoy coming to school. Rates of attendance are high.
- A strong Christian ethos is threaded through the school's work. Adults across the school community emphasise shared values such as kindness and academic effort. Consequently, pupils try their best at all times.
- Governors have a clear understanding of the strengths and weaknesses of the school. They work closely with school leaders to ensure that it continues to improve.

### It is not yet an outstanding school because

- There are not enough opportunities for teachers to share good practice with each other, including with those from other schools.
- Pupils' cultural awareness is not developed well enough.
- Pupils' problem-solving and investigation skills are not developed well enough in mathematics.

## Full report

### What does the school need to do to improve further?

- Develop systems in school that enable teachers to share good practice and seek out suitable partner schools to share good or better practice.
- Improve the opportunities for pupils to develop their cultural awareness and understanding, including learning about cultures and communities that are different from their own.
- Ensure that pupils develop good problem-solving and investigative skills in mathematics.

## Inspection judgements

### Effectiveness of leadership and management is good

- Leaders and governors have focused their attention effectively on improving the right aspects of the school's work. They have successfully addressed the areas for improvement identified at the previous inspection. Leaders' accurate evaluation of strengths and weaknesses results in well-targeted actions to ensure that pupils make good progress.
- The new headteacher has refocused the school's efforts on following its mantra of, 'caring, learning, achieving...guided by God'. She is purposeful and determined. As one parent explained, 'Miss Phibbs is quietly and unassumingly in control.' She provides strong direction for teaching, learning and behaviour. Consequently, pupils' personal development and academic achievement are valued equally in this school.
- Senior leaders ensure that efficient systems are in place to check the quality of teaching. Teachers are set challenging targets which are closely linked to the school's priorities for improvement. Teachers benefit from sharply focused feedback from the headteacher about the strengths and areas for development in their practice. The headteacher knows what good or better teaching looks like. As a result, the quality of teaching has improved.
- Leaders have taken decisive and effective action to improve pupils' writing skills, particularly for boys. The profile and importance of these skills have been successfully raised across the school. Pupils' well-developed love of reading has been harnessed effectively to motivate and enthuse pupils to write.
- Leaders track pupils' progress carefully. They meet regularly with each teacher to discuss how well pupils are doing and to spot those who are in danger of falling behind. Additional, tailored support is provided for these pupils and the effectiveness of this help is reviewed at subsequent meetings. As a result, pupils' achievement in reading, writing and mathematics has improved.
- Staff feel valued, trusted and motivated to do their job. Leaders recognise there are not enough opportunities for teachers to share good practice across the school or to work with other schools to develop their skills and expertise. They have appropriate plans in place to remedy this situation.
- The school is a harmonious, caring, inclusive environment. All pupils are treated equally and feel valued and respected. Pupils in turn show respect and acceptance of each other and there is no discrimination.
- Provision for pupils who have special educational needs or disability is well led. The special educational needs coordinator has a forensic knowledge of these pupils. She uses this information skilfully to provide an array of tailored support for pupils.
- Additional funding for disadvantaged pupils is used effectively to boost their personal skills and address gaps in their learning. Pupils benefit from a wide range of support that is closely matched to their needs. Leaders frequently check the impact of this support and make adjustments when necessary to ensure that pupils continue to get the right help. These pupils make good and sometimes better progress.
- Pupils benefit from a creative and broad curriculum, which is effective in developing their reading, writing and mathematical skills. Several parents cited the curriculum as a strength of the school. Pupils are excited and motivated by the different subjects they learn. They explain how different activities are linked together. For example, Year 2 explored the school's environmental area during their science lesson to find examples of seed pods as part of their 'great outdoors' project.
- Leaders promote pupils' social, moral and spiritual development well through a wide variety of activities, assemblies, extra-curricular activities and trips. Pupils learn about the main world religions and visit different places of worship. There are fewer opportunities for pupils to develop their awareness about cultures and communities beyond their local area.
- Pupils have a good understanding of British values. They know about democratic principles and the rule of law, and recently visited the Houses of Parliament to meet their local MP to ask him about his work. The school's strong Christian ethos puts the values of tolerance and respect at the heart of its work.
- The additional funding for primary sports and physical education is used effectively. Pupils have a wide range of sports to choose from. An increasing number of pupils now take part in competitive sport and teachers have benefited from training from specialist coaches.
- The school has strong and well-established links with parents, the church and the wider community. Parents' comments to inspectors and their responses to Parent View (Ofsted's online questionnaire) show that they appreciate the work the school does to ensure that their children develop well academically and socially.
- The local authority has given good support to the school since the last inspection, particularly in developing senior leaders' skills to drive improvement.

## ■ The governance of the school

- Governors hold leaders to account effectively and have a well-informed view of how well the school is doing. They are knowledgeable about the quality of teaching throughout the school, and the impact it has on pupils' progress because they make effective use of the finely detailed information they receive from the headteacher. They know about the school's strengths and areas for improvement, what is being done to address them and the impact actions are having.
- Governors know how the pupil premium is being used to support disadvantaged pupils. They know and understand how the sport funding is used to improve pupils' skills and increase participation in sport.
- The arrangements for safeguarding are effective. School leaders have established partnerships with parents and external agencies to ensure that all pupils are supported and feel safe. Staff have undertaken appropriate safeguarding training. Records of assessment and contact with parents and other agencies are well documented. Leaders and governors acted effectively to improve the security of the site and the building. Effective systems and good relationships promote a safe culture in school.

## Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment, including in the early years, is good. Teachers' practice, especially for writing, has improved since the last inspection.
- Teachers have high expectations. They ensure that pupils focus on their work and use learning time effectively. Relationships between pupils and adults are positive and conducive to learning. Pupils are keen to learn more and to get things right. Teachers encourage pupils to be inquisitive and to explore the world around them.
- Adults use questions effectively to help pupils develop their thinking and express their ideas. Adults use pupils' responses to address any misconceptions they have and to adjust activities to make sure they continue to make progress. Teachers take time to deepen pupils' knowledge and understanding; they don't 'plough on', regardless of how well pupils are doing.
- Teachers know pupils well and carefully plan tasks that match their needs. They provide challenging activities that help all pupils, including the most able, to succeed at higher levels. The most-able pupils benefit from increasing opportunities to write independently. For example, Year 5 and 6 pupils selected information from a range of sources to write confidently about the earth's composition and its links to volcano formation. The most-able pupils in this class chose to compare this information with data about other planets.
- Pupils read with fluency and competence because reading is taught well and is a central part of the school's curriculum. Pupils read regularly at school and at home. The effective teaching of phonics (letters and the sounds that make) means pupils draw on these skills throughout their school career to help them read and write well.
- Teachers develop pupils' writing skills effectively. Writing across all subjects has been a key focus since the last inspection. Pupils now write frequently, at length and in a range of styles. Writing is no longer a stand-alone activity, but is closely and purposefully linked to curriculum topics. This has helped all pupils, and in particular boys who were reluctant writers, to enjoy the process and make good progress.
- Precise and constructive feedback provides pupils with frequent and individually tailored guidance, which they value. As a result, pupils know what they are good at and what they need to do to improve. Pupils take time to respond to these comments to improve their work.
- Mathematics is taught effectively. Teachers' good subject knowledge is shared successfully with pupils to ensure that they have a good understanding of number and calculation. There are not enough opportunities for pupils to tackle problem-solving and investigative work in mathematics lessons.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident, articulate and self-assured. They are polite and welcoming to visitors.
- Pupils say they feel safe and well looked after. Their parents agree. Pupils know they can speak to any

member of staff if they have concerns and that they will be taken seriously. Pupils understand how to keep themselves safe in different situations, including when using the internet. They value the information they receive in lessons and from outside agencies like the police.

- Pupils say, and school records show, that all forms of bullying are very rare. Pupils said that when bullying does occur it is dealt with quickly and effectively by staff.

### **Behaviour**

- The behaviour of pupils is good. Incidents of poor behaviour are low. Pupils enjoy learning and want to do well. They show resilience to keep trying when things are difficult. They understand the importance of education and talk maturely about what they are learning.
- Pupils are polite and welcoming to visitors. The school's Christian ethos is woven through all aspects of school life; pupils care about their school and each other, they are respectful and patient and they are keen to help others less fortunate than themselves, for example through various fundraising activities.
- Pupils' attendance remains high and they arrive at school on time, ready to learn.
- Staff, parents and pupils who responded to questionnaires agreed that behaviour in the school is good.

## **Outcomes for pupils are good**

- Pupils' outcomes have improved steadily in the last three years due to improvements in teaching, learning and assessment. Current assessment information and work in pupils' books show pupils make good progress in reading, writing, mathematics and other subjects. By the time they leave school, they are well prepared for secondary school.
- In 2015, at the end of Year 6, the proportion of pupils making good or better progress in reading and mathematics was above average. Progress in writing dipped back a little to below the national average because a higher than usual proportion of pupils had considerable additional needs linked to writing. Pupils' attainment in reading, writing and mathematics was broadly average.
- At the end of key stage 1 in 2015, pupils made good progress and achieved standards above those found nationally in reading and writing. Standards in mathematics were in line with national figures.
- Reading is a strength across the school. The results of the Year 1 phonics screening check have been above national figures for the last three years. In 2014 and 2015 a well-above-average proportion of pupils achieved the expected standard in the Year 2 check.
- The most able make better progress than at the time of the previous inspection and more pupils are exceeding levels expected for their ages in reading, writing and mathematics. This is because pupils are set appropriately challenging work. This is increasingly the case in key stage 1, where pupils are regularly challenged to achieve their very best in reading and writing.
- Pupils who have special educational needs or disability make good progress. They benefit from accurate assessment of their learning needs and well-organised and well-tailored support from teachers and teaching assistants.
- Gaps in progress between boys and girls have closed, so that boys make the same good progress as classmates. Crucial to this improvement has been the focus on improving boys' writing skills.
- Disadvantaged pupils, including those in the early years, make good and sometimes better progress than other pupils nationally. Additional funding is used effectively to provide specific, targeted help, provide resources and enable pupils to participate fully in school life.

## **Early years provision is good**

- Leadership of the early years provision is good. Children join with a range of skills that are broadly typical for their age. Leaders, teachers and teaching assistants have a good understanding of how children learn and ensure that they make good progress in all aspects of learning. The proportion of children achieving a good level of development in 2015 was above the national average. This trend looks set to continue for the current year. Assessment information shows gaps between boys and girls have closed. Children are well prepared to begin Year 1.
- Leaders have tackled key areas for improvement successfully. As a result, the outdoor areas are interesting and stimulating places which support learning as effectively as the indoor spaces. Children are given frequent opportunities to practise their mark-making and writing skills. This has raised the status

and importance of writing and children are proud to show what they can do. Teachers plan activities carefully to ensure that writing activities will interest and engage boys and girls equally.

- The quality of teaching is good. Perceptive observation and effective questioning promote good development of thinking, communication skills and vocabulary. Adults develop children's early reading skills well, ensuring that they listen carefully and follow instructions closely. Children play well together. Staff take every opportunity to develop children's social skills. Consequently, children know how to take turns and share equipment.
- The quality of provision is good. Well-organised areas are set up for a wide range of learning activities, including reading, role play and writing. Staff plan activities which interest children and broaden their experiences and understanding of the world.
- Children are kept safe. The environment, inside and out, is well supervised and easily accessible. Children learn how to use resources safely.
- All early years staff are well trained and regularly monitor children's progress. Staff know the children very well because they assess their needs and abilities accurately and promptly. Staff use this information to provide appropriate support and challenge. Consequently, all children, including those from disadvantaged backgrounds, make good progress from their starting points.
- Adults keep detailed records of children's achievements, using written and photographic evidence. They use this information effectively to plan children's next steps. Parents are kept well informed about their children's progress. They are welcomed into classrooms and encouraged to support their children's learning at home.

## School details

<b>Unique reference number</b>	125995
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1009190

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	2½–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	135
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Beth Brown
<b>Headteacher</b>	Laura Phibbs
<b>Telephone number</b>	01403 790253
<b>Website</b>	<a href="http://www.slinfold.w-sussex.sch.uk">www.slinfold.w-sussex.sch.uk</a>
<b>Email address</b>	<a href="mailto:office@slinfold.w-sussex.sch.uk">office@slinfold.w-sussex.sch.uk</a>
<b>Date of previous inspection</b>	5–6 February 2014

## Information about this school

- The school is smaller than the average-sized primary school.
- The headteacher was appointed in September 2015.
- The majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for pupil premium funding (additional government funding) is much smaller than that found nationally.
- The proportion of pupils who have special educational needs or disability is in line with the national average.
- Early years provision is provided on a part-time basis in the Slinfold Pre-school and full time in Reception class.
- The Slinfold Pre-school for 2½-year-olds is located on the school site and is managed by the governing body. This was inspected as part of the school's early years provision during this inspection.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress at the end of Year 6.
- The school's website meets the requirements for the publication of specific information.

## Information about this inspection

- Inspectors observed seven lessons, all of which were carried out jointly with the headteacher.
- A range of documentation was scrutinised, including safeguarding procedures, the school improvement plan, records of attendance and behavioural incidents, information about pupils' achievement and checks by the school on how well it is doing.
- Inspectors held meetings with leaders, members of the governing body and representatives of the local authority. Inspectors met with a group of pupils. Pupils' behaviour was observed in lessons and around the school at breaktime. The inspector attended singing worship.
- A range of pupils' books was analysed to gather evidence about their achievement. The inspector heard some pupils read from each year group.
- An inspector spoke to parents at the start of the school day.
- Inspectors considered 52 responses to the online questionnaire Parent View, 20 responses to the staff questionnaire and 12 responses to the pupil survey.

## Inspection team

Lisa Moore, lead inspector

Her Majesty's Inspector

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