

Inspection of Slinfold CofE Primary School and Pre School

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

Inspection dates:

26 and 27 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are well cared for at this small, nurturing school. There is a warm and kind approach by all adults, who focus on building strong and trusting relationships. Pupils say that they feel delighted to come to school. They proudly share their achievements and feel excited by the wide range of opportunities available to them.

Older pupils show care and compassion to the younger children. They love helping out in the pre-school and in the school's breakfast club. Across the social times, pupils play well together and readily share the provided play equipment.

High expectations exist across the school. Pupils create 'class charters' to remind each other of the expected positive behaviours. Pupils are confident to share any concerns they may have. They do this in different ways, such as writing messages in 'worry boxes'. Younger pupils use the 'worry monster' to help express their feelings and emotions.

Pupils' well-being and positive self-esteem threads through the school's provision. Pupils are taught to recognise and regulate their emotions. Pupils like to use 'positive affirmation jars' that have messages to help them recognise their strengths. They appreciate these regular thoughtful approaches that the staff use throughout the school day.

What does the school do well and what does it need to do better?

The school has planned an ambitious curriculum that is interesting and engaging. Staff bring the curriculum 'alive' for pupils through trips, visits and experiences. These are carefully planned to develop pupils' wider learning and understanding of subjects.

In most subjects, the important knowledge that pupils need to learn is clearly planned. Lessons are well sequenced and the use of key vocabulary is well considered. Many pupils remember what they have been taught and, therefore, are secure in their understanding. The school quickly identifies any help that pupils need, including those with special educational needs and/or disabilities (SEND). These pupils receive effective support from adults in the classroom. This enables them to become independent learners and achieve well. As a result, all pupils learn the same ambitious curriculum.

However, in some subjects, the curriculum is still very new. As yet, pupils are not able to recall their learning as confidently. Often they can remember different learning experiences rather than being sure about the factual knowledge. In these subjects, teachers are less able to identify gaps in pupils' learning quickly and address them. This means that pupils are not yet fully developing a deep understanding across all subjects, as the school intends.

The school's new mathematics scheme is already having a positive impact on pupils' learning. In early years and pre-school, children enjoy a range of opportunities to see and use numbers. This helps to develop their interest in mathematics and counting. Pupils' enjoyment of mathematics continues into key stage 1 and beyond. They are developing into confident mathematicians.

Pupils develop a love for reading from the early years. There are opportunities to read a variety of stories across the school. Older pupils record the books they read on 'reading matchboxes'. This helps to challenge and broaden their reading even further. Children in early years take part in singing songs linked to the phonic scheme. They develop a love of language and rhymes from an early stage. Pupils from Reception to Year 2 follow the school's phonics programme daily. Teachers check pupils' phonics knowledge carefully. They use this information to provide extra support for those pupils who may need it. Pupils proudly receive 'house points' as rewards for their regular reading practice.

Pupils eagerly talk about their learning and are engaged in lessons. Positive behaviours exist across the school and pupils are ready to learn and try their best. Children in early years mostly maintain concentration and engagement. They work well independently or in small groups. Pupils move around the school with care and look after each other.

Staff teach an ambitious personal, social and health education curriculum across all year groups. Pupils recognise the school values and these help influence their behaviour in school. They respect each other and celebrate differences. There is a wealth of leadership opportunities that pupils relish the chance to carry out. Beyond the curriculum, there is a range of clubs for pupils to take part in. Clubs such as the 'art and clay' club and 'Young Voices' help develop pupils' different talents.

Staff across the school want the best outcomes for pupils. They are working to improve the curriculum even further. Staff feel valued and recognise the efforts to support their well-being and workload. Governors support this alongside assuring themselves that the school fulfils its statutory duties well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some subjects is at an earlier stage of development. In these subjects, leaders are yet to carefully identify and sequence the precise knowledge that pupils need to learn. Gaps in pupils' learning and misconceptions are not always identified as swiftly as they should and, therefore, pupils do not learn as

much as they could. The school is aware of this and should continue to monitor their planned improvements.

- In some subjects, teachers do not always carefully check what pupils have understood and how much essential knowledge they remember. Consequently, teachers do not always have an accurate understanding of where pupils are less confident in what they know and understand. Teachers should be provided with the training and support they need to quickly identify, and address, any gaps in pupils' knowledge.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125995
Local authority	West Sussex
Inspection number	10287966
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	124
Appropriate authority	The governing body
Chair of governing body	Sarah Elphick
Headteacher	Iain Campbell
Website	www.slinfold.w-sussex.sch.uk
Dates of previous inspection	8 and 9 January 2020, under section 5 of the Education Act 2005

Information about this school

- The school has seen several changes of leadership since the previous Ofsted inspection.
- The school is smaller than the average-sized primary school.
- Slinfold CofE Primary School is located in the Diocese of Chichester. Its last section 48 inspection took place in December 2016. The school is due an inspection this academic year.
- The school currently uses one registered and one unregistered provider of alternative education.
- The Slinfold Pre-school is part of Slinfold CofE Primary School and has spaces for two-year and three-year old children.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During this inspection, inspectors held meetings with the headteacher, inclusion leader, teachers and pupils.
- The lead inspector met with members of the governing body, including the chair and vice chair of governors. She also spoke to a representative from the local authority and the diocese.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. In each subject, inspectors met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at samples of pupils' work. The lead inspector listened to some pupils read to adults they knew. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspection team took account of a range of other information, including the school's development plans, school policies and governor minutes.
- Inspectors considered the responses to the Ofsted Parent View questionnaire and the free-text comments that were submitted. They also took account of the responses to the confidential staff survey and gathered the views of both staff and pupils throughout the inspection.

Inspection team

Numera Anwar, lead inspector

His Majesty's Inspector

Paul Bateman

Ofsted Inspector

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