

Lavant CE Primary School

West Stoke Road, Lavant, Chichester, PO18 0BW

Inspection dates

7–8 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the last inspection, leaders and managers, including governors, have been relentless in their determination to drive up standards of attainment. As a result, pupils now leave the school at above national averages in reading, writing and mathematics.
- Teaching is consistently good because work planned is interesting and varied, pupils are regularly challenged with difficult activities and good support is provided if pupils are having difficulties.
- Pupils' behaviour and attitudes to learning are outstanding. They enjoy coming to school and love learning. They give great support to each other around school and when working together in lessons.
- The head teacher communicates a clear vision that the whole school community totally subscribes to. Hence, everyone is pulling in the right direction and wants to improve.
- The checks on the quality of teaching by senior leaders are rigorous, regular and very supportive. As a result, staff know how to improve their teaching and enthusiastically seek out advice and support from each other and understand their own training requirements.
- The school's focus on pupils' social, moral, spiritual and cultural development ensures the school is a harmonious community where everyone feels respected and valued.

It is not yet an outstanding school because

- Occasionally teaching does not enable all pupils to make good progress because tasks are not planned to match their individual needs.
- Occasionally teachers take too long explaining what the pupils are going to do which slows down the pace of lessons.
- Marking is not consistently precise enough in helping pupils to understand what they need to do to improve their work.
- Middle leaders do not check often enough on how successful their work in improving the quality of teaching has been.

Information about this inspection

- The inspector observed 10 lessons all of which were joint observations with the head teacher. In addition, he made a number of other short visits to lessons. He also looked at pupils' books and observed other aspects of the school's work.
- Meetings were held with governors, including the Chair of the Governing Body, and teachers and other adults. Pupils took the inspector on a tour of the school. The inspector also listened to pupils reading and discussed this with them. A telephone conversation was held with a representative of the local authority.
- The inspector took account of the 27 responses to the online questionnaire (Parent View) and the school's survey of parents' views and spoke to parents and carers at the school gate. He also reviewed 10 questionnaire responses from staff.
- A number of documents were looked at, including the school's own information relating to pupils' achievement, the school's self-evaluation summary and development plan, planning documentation, records relating to behaviour, attendance and checks on teaching, policy documents and documents relating to safeguarding. The inspector also looked at the school's website.

Inspection team

Martin Marsh, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a below average-sized primary school.
- One in every seven pupils are known to be eligible for the pupil premium (additional government funding which supports pupils known to be eligible for free school meals, looked-after children or children of service families). This is below average. In this school almost all the eligible pupils are entitled to free school meals.
- One in 10 pupils are disabled or have special educational needs and are supported by school action and one in twenty five are supported on school action plus or with a statement of special educational needs. The proportion of both groups is lower than national averages.
- Only a very small proportion of pupils belong to ethnic groups other than White British and almost all pupils have English as a first language.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so a greater proportion is outstanding by:
 - making sure that teacher's planning meets the needs of all pupils so that an even greater proportion can make rapid progress in lessons
 - reducing the amount of time spent talking to the whole class so that pupils can spend more time working independently
 - developing greater consistency in marking so that more pupils know precisely what they need to do to improve their work.
- Develop the role of middle leaders to ensure they regularly check the impact of their work to improve the quality of teaching.

Inspection judgements

The achievement of pupils

is good

- Children enter the school in Reception with skills that are broadly typical for their age although slightly lower in literacy. They make good progress throughout all parts of the school so that when they leave they are achieving at an above average level of attainment in English and mathematics.
- Good programmes to teach pupils their letters and the sounds they make (phonics) ensure a good start is made in learning to read. This is built upon throughout the school and pupils quickly develop fluency and an enjoyment of reading.
- The most able pupils are regularly challenged with work that stretches them especially at Key Stage 2. As a result, well over half the pupils on 2013 unvalidated statutory assessments in Year 6 attained above average levels in reading, writing and mathematics.
- The very small number of pupils eligible for the pupil premium, benefit from small-group and one-to-one sessions which the funding provides. This enables them to reach levels of attainment similar to that of other pupils in English and mathematics by the time they leave the school.
- Other adults receive good quality training which enables them to provide strong support to pupils who are falling behind. These are particularly effective in ensuring that pupils who are disabled or who have special educational needs make at least as good progress as their peers. The small numbers of pupils who are not White British or whose first language is not English make similar progress to other pupils. This shows the school is successful in promoting equality of opportunity for learning for all.
- Current progress in Reception is rapid because provision is exceptionally well tailored to the needs of the children and adults use every opportunity to challenge and engage children in discussion about their work. For example, a water slide had ping pong balls with letters on them and after being shown this by an adult, the pupils repeated the letter sound on the ball while they were trying to guide the slide to land a ball in a bucket. This enabled them to practice their sounds while developing an understanding of forces and gravity.

The quality of teaching

is good

- All lessons are characterised by exceptional relationships between adults and pupils and between the pupils themselves. Pupils listen carefully to the teacher and to each other and are keen to answer questions and be involved in the lesson. When working together pupils learn very well from each other.
- Teachers plan many lessons around a topic. The topics really interest the pupils and as a result they are keen to read and write about them. In a lesson for pupils in Years 5 and 6, the pupils were enthusiastically writing a series of instructions to go on a poster to explain how to stay safe in an air raid. (There was a life size model of an air raid shelter in their classroom). Pupils in Years 3 and 4 pupils were writing a letter home explaining how horrible it was being in the Roman Army. The pupils commented to the inspector about how interesting their lessons were and how that helped them to learn.
- Pupils value the feedback that they receive on their work and respond to the comments that their teachers make. Many pupils have a good understanding as to how they can improve their work but there are some that don't know because the feedback they receive is not precise enough or they don't understand what it means.
- The level of challenge in lessons, especially in Key Stage 2, is high. This enables the most able pupils in particular to often make rapid progress. Lower ability pupils are well supported by additional adult help in the classroom. Occasionally, there are lessons where individuals and small groups of pupils are doing work that is not precisely enough matched to their needs and their progress slows as a result.

- Teachers question pupils well and give pupils plenty of opportunities to discuss answers with a partner to which the pupils enthusiastically respond. Sometimes, introductions to lessons and explanations as to what pupils are going to do last too long and pupils then do not have enough time to finish their work or they have to rush unnecessarily.

The behaviour and safety of pupils

are outstanding

- Pupils behave exceptionally well both in lessons and around the school. They love coming to school and parents and carers recognise this too. 'She can't wait to get to school in the morning' was a typical response.
- The school shows an exceptional high level of care towards all the pupils which the pupils mirror in their exemplary behaviour towards each other. 'I like the fact that the school is small and we know everyone. We look after each other' was one pupil's comment. Pupils enthusiastically respond to opportunities to take on responsibility whether it is being on the group working towards becoming a rights respecting school, as an eco-warrior raising awareness about environmental issues, serving on the school council or being a 'buddy' to younger children in the school playground. An example of their enthusiasm is the fact that almost half of the children are in the school choir.
- There are some pupils who find it difficult to manage their own behaviour but the way the school deals with this ensure that it does not interfere with other pupils' learning or well-being. Pupils are exceptionally understanding and are extremely tolerant. 'Some children have difficulties. It isn't their fault,' was one pupil's response. The school's Learning Mentor, partly funded through the pupil premium funding, works closely and highly effectively with pupils and families whose circumstances make them vulnerable.
- Pupils have a highly developed understanding of right and wrong and respect other people's different faiths, religions and cultures. During the inspection an assembly about Jesus being the 'Light of the World' linked well to pupils' learning about Diwali and the Festival of Lights in lessons. This is an excellent example of how the school is successful in tackling discrimination and fostering good relationships.
- Pupils feel they are extremely safe. There is very little bullying and the pupils have total confidence that it will be dealt with if it happens. They understand about the different types of bullying and told the inspector about the anti-bullying week held each year. They knew about cyber and mobile phone bullying and understood how to keep safe on the internet.
- The pupils understand how important it is to be healthy and respond positively through their enthusiastic participation in the opportunities they are given to take part in sports and physical activities. The school is using some of its extra government funding to promote sport in schools by employing a coach from Chelsea Football Club to work with each class while at the same time helping teachers to teach physical education more effectively. They are also using it to fund opportunities for pupils to compete in sports competitions with other schools.
- Attendance is above average and continuing to rise and children are punctual for school.

The leadership and management

are good

- Since the last inspection, leaders have been highly effective in raising standards of attainment in the school. This has come about primarily because of the drive and determination of the head teacher who has been relentless in putting in place and robust systems and practices to regularly check on the quality of teaching. As a result, teachers know what they need to do to improve their teaching, feel highly motivated to seek advice and help both within the school and outside and feel happy and highly valued. All staff subscribe to the head teacher's vision for the school.
- School systems to check on pupils' progress are precise and are well understood by leaders at all levels including governors. As a result, no pupil is allowed to fall behind for very long before

interventions are put in place to enable them to catch up.

- The school's strong promotion of pupils' social, moral, spiritual and cultural development through its well planned curriculum contributes significantly to pupils' outstanding behaviour. The school is a harmonious community with a strong Christian ethos which permeates all aspects of its work.
- Parents and carers are highly positive about what the school is doing and feel very much part of the school community. All the parents and carers who responded on Parent View would recommend the school to another parent.
- Although middle leaders provide good help to other teachers they do not check regularly enough on the impact of their work. This, together with the fact that achievement and teaching are not outstanding, is why leadership and management are not outstanding.
- The local authority, has provided excellent support and challenge, particularly during the last year, that has been highly valued by the school.

■ **The governance of the school:**

- Since the last inspection the governors have taken an active role in supporting and challenging the school to improve. Half of the governing body are new to the role but they have settled in well and their skills are making significant contributions to developments in the school. Governors understand how well the school is doing compared to other schools and know what the strengths of the school are and what still needs to be done. The chair of governors regularly attends meetings with teachers and senior leaders which discuss individual pupils' progress. Training needs are identified and good use is made of local authority governor services. Finances are managed effectively. The governors have been fully involved in formulating appraisal plans and understand the quality of teaching and the close link between teachers' pay and performance and the progress pupils' make. They understand the impact of the funding for pupils eligible for pupil premium and have been fully involved in planning how the extra sports funding is to be used and are monitoring its effectiveness. The governors give good support to the school in meeting safeguarding responsibilities, including those in relation to recruitment. The school's systems for safeguarding meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125986
Local authority	West Sussex
Inspection number	426518

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair	Christopher Hawker
Headteacher	Adrian King
Date of previous school inspection	14–15 November 2011
Telephone number	01243 527382
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