

# South Bersted C of E Primary School

## Inspection report

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<b>Unique Reference Number</b>	125973
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	340886
<b>Inspection dates</b>	30 September –1 October 2009
<b>Reporting inspector</b>	George Rayner

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jez Prior
<b>Headteacher</b>	Mr Christopher Silk
<b>Date of previous school inspection</b>	3 January 2007
<b>School address</b>	Church Lane Bognor Regis West Sussex PO22 9PZ
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## Introduction

The inspection was carried out by three additional inspectors. The inspectors visited eight lessons, and held meetings with the chair of governors, staff and some pupils and parents. They observed the school's work, and looked at documents, including the school improvement plan, assessment records, information from the monitoring of teaching, safeguarding records and related policies, minutes of governors' meetings, teachers' plans and records of curriculum activities. The inspectors analysed 59 questionnaires that were completed by parents, 24 from the staff and 59 from pupils in Years 5 and 6.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how successfully the school has raised pupils' attainment since the previous inspection and ensured that no groups of pupils make less progress than their classmates
- how well pupils' behaviour, enjoyment and interest in their learning contribute to their progress
- how effectively leaders share their ambition throughout the school and the impact this has had on improvement since the previous inspection.

## Information about the school

This school is smaller than most primary schools. An above-average proportion of pupils is entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is also above average. There is more movement into and out of the school other than at the normal times than in most schools. This varies from year to year ' in some years, it approaches a half of the class. The great majority of pupils have White British heritage, but increasing numbers come from Eastern Europe, with around a tenth of pupils now from there. Most of these pupils start at the school with very little English. The school has a number of awards, including Healthy School status, Activemark and an Eco Schools green flag.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school which has made significant improvements since the last inspection. Pupils and their parents and carers agree and the staff are proud to work here. One parent summed up these shared positive opinions with the comment, 'South Bersted is a happy and caring environment in which my children are thriving.' A pupil echoed this by saying that she loves it here so much she never wants to leave.

Leaders have focused effectively on key areas that have an impact on pupils' progress. In particular, the quality of teaching has improved and is now good. This has resulted in rising attainment levels in reading, writing and mathematics during Key Stage 1. Mathematics standards have also improved in Key Stage 2. However, although writing standards have improved, particularly in pupils' spelling and punctuation, many pupils lack the skills to structure their writing in sentences. Leaders have made sure that both pupils' behaviour and their active involvement in their work have improved since the last inspection. These factors were a barrier to learning but now make a valuable contribution. Behaviour is good overall and is sometimes outstanding. This has been accomplished by ensuring that all staff and pupils are clear about what is expected and also by improving the curriculum so that pupils experience more enjoyable activities. Older pupils say that they have noticed these improvements. They said that mathematics in particular is much more enjoyable than it used to be and that behaviour is far better than when they arrived at the school.

School leaders have been able to secure these improvements because they have carried out rigorous, accurate self-evaluation and have used this to introduce well-focused initiatives. They know that important things still remain to be done. They know that in Key Stage 2, pupils' writing remains a weakness. They know that, while improved, the quality of teaching is still not consistently good. For example, some lessons do not challenge the most able pupils enough. As a result, while their overall achievement is not appreciably below that of their classmates, their progress is not always as good as it should be. The school's track record since the previous inspection, together with the leaders' continued determined focus, gives the school a good capacity to sustain its drive for improvement.

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

- Raise standards in writing by:
- providing more opportunities for pupils to write in structured sentences;
- ensuring that marking gives more consistent guidance to pupils on how to improve their work .

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- Ensure more consistently good progress for more able pupils by:
- using assessment more precisely to plan additional and challenging tasks for these pupils.

**Outcomes for individuals and groups of pupils****2**

Pupils make good progress from their below-average starting points. By the end of Year 2, most reach average standards in reading, writing and mathematics. In mathematics and reading, pupils maintain this progress through Key Stage 2 so that standards in these subjects are broadly average at the end of Year 6. Attainment in writing is below average and many pupils find it difficult to develop their ideas in well-structured sentences. Pupils' writing standards partly reflect their particularly low skills in this when they arrive at the school. However, their progress in writing is less consistent than in the other subjects. Writing difficulties do not prevent pupils from making good progress in science, in which they reach average standards by the end of Year 6. Pupils with special educational needs and/or disabilities make consistently good progress. This is because their needs are carefully identified and effectively provided for. The good progress of pupils entitled to free school meals reflects the school's determination to ensure that disadvantaged pupils do as well as their classmates. The school's assessment records show that girls have not always made as much progress as boys. The most recent records, confirmed by examination of pupils' work books, show that measures to tackle this are having an impact, so that girls' progress now generally matches that of boys.

Pupils made at least good progress in the great majority of lessons that inspectors observed. Pupils from Eastern Europe succeed well in tackling the additional challenge of learning in a new language. This was shown in impressive fashion when a girl working in a group capably communicated with English pupils, then switched effortlessly to Polish to help a more recently arrived compatriot. The enhanced contribution that pupils' behaviour and interest in their work make to their learning was emphatically demonstrated in an outstanding Year 6 mathematics lesson. The pupils showed high energy and endeavour in responding to excellent mental arithmetic challenges. When given choices, they often opted for the more difficult tasks. Pupils were determined to do better than they did last time, and were gleeful when they succeeded. When the teacher announced, just before the end, that there was time for one more challenge, they responded with, 'Yes!' when they could have been excused for being ready for lunch after a busy morning that had included a swimming lesson. In most lessons, girls were at least as willing to volunteer answers as boys and their responses showed that their learning was equally good.

Pupils live active lives and know why a healthy diet is important. Their spiritual, moral, social and cultural development is good. They are very welcoming to newcomers. This is shown by how seamlessly the pupils who have arrived from Eastern Europe have fitted into the school community. During the inspection, pupils happily played with some from other schools, who were visiting for a gifted and talented workshop. Such qualities and their diligence in carrying out roles such as school councillors mean that pupils contribute well to school life. While they enthusiastically participate in activities within

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their local community, pupils' awareness of cultural diversity in other parts of the country is less well developed.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers plan interesting activities that succeed well in engaging pupils. They strike a good balance between challenge and sensitive support, so that relationships are good and pupils work willingly. While teachers usually use assessment well to ensure that work matches the needs of all pupils, this is not consistent, particularly in ensuring challenge for the more able pupils. Effective additional support from teaching assistants helps those pupils who find it particularly difficult to keep up with the pace of the lesson. While some marking is very helpful in guiding pupils on how to improve, this is not consistent. Teaching has become increasingly effective in helping pupils to learn to use their mathematical skills to solve problems, and this has been an important factor in their rising attainment in this subject.

Improvements to the curriculum have provided more opportunities for pupils to bring together their skills from different subjects to carry out 'real' tasks, for example, in a

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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topic about India. This is making work more relevant to pupils and is boosting their enjoyment and effort. The school is still working to refine this cross-curricular approach and there is more to be done before the impact is seen right across the curriculum. Pupils greatly enjoy the good variety of well-attended after-school clubs.

All staff share a strong commitment to the care of the pupils. Systems for child protection are well organised, and responsibilities are clearly identified and diligently performed. This ensures that risks are minimised in school and when pupils go out on visits. Effective provision for meeting the needs of different pupil groups is reflected in, for example, the strong progress made by those with special educational needs and/or disabilities. Effective partnerships with specialist agencies ensure good quality additional help for any pupils who need this. The school works well with local secondary schools to help pupils transfer happily.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The senior team is effectively focused on raising attainment and shares the headteacher's vision for a school in which pupils achieve well and are happy and secure. Staff have confidence in the leaders and there is considerable unity of purpose pursuing the school's ambitions. Most subject leaders are effective in monitoring quality and outcomes in their areas and leading their colleagues in striving for improvement, but some are still at an early stage in developing their roles. Governors support the school well and challenge when necessary, for example, when they recently asked questions to satisfy themselves that leaders were sufficiently focused on raising writing standards. Rigorous self-evaluation, which increasingly involves all staff, has provided an accurate picture of the school's strengths and weaknesses. Well-considered strategies have brought several improvements, for example in Key Stage 1 attainment and pupils' behaviour.

The great majority of parents and carers agree that the school does much to help them to contribute to their children's learning and well-being. The school is effective in promoting equal opportunity and tackling discrimination. This is shown, for example, in ensuring that the increasing numbers of pupils arriving from Eastern Europe are welcomed into the school community. Leaders have ensured good equality for all pupils by, for example, taking decisive action to tackle situations where girls have in the past not made as much progress as boys. Leaders' steps to ensure community cohesion have

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some strengths. The school succeeds well in ensuring that pupils flourish in a cohesive school community. It helps them to begin to develop as valuable members of their local community, for example, when school councillors worked with those from other schools to draw up a children's charter for their town. Leaders know that not enough is done to help pupils to develop awareness of cultural, religious and ethnic diversity further afield and are developing plans to tackle this. Safeguarding procedures are well managed and effective, benefitting from considerable professional expertise on the governing body.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

While children enter the Early Years Foundation Stage with varying degrees of skills and knowledge, they are below expected levels overall, especially in communication and writing. Children make good progress in all areas and are well prepared for Year 1. Their attainment matches expected levels, except in communication, language and literacy skills, which remain below average. Following particularly good progress in their physical development, children develop a real confidence and enthusiasm that stands them in good stead for the good habits that they develop later in leading an active life. Early in the school year, children have settled in happily and are becoming good learners. For example, they shared resources willingly when they enjoyed role playing while learning about airports.

The adults have provided a lively, exciting environment and ample, good quality resources which help children to learn to make choices. The spacious, attractive outdoor areas really encourage children to learn by playing and exploring. Adult-led activities help children make good progress in developing their basic skills, although they do not



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always provide sufficient opportunities for the most able children to make the progress of which they are capable.

During the current two-term sabbatical of the main teacher, the Early Years Foundation Stage is being effectively led on an interim basis. Guidance is planned from local authority advisers to ensure that less experienced staff have the specialised support that they need to maintain quality and outcomes during this period.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The response of parents and carers to our questionnaire showed that they have a very high opinion of the school. All questions received an overwhelmingly positive response. Additional comments were mainly positive. These included some that praised the school's efforts to ensure that their children were happy and received the help that they needed in overcoming specific problems. A number made appreciative comments about the headteacher's leadership. Among the small number of negative comments, none stood out as being a major, or recurring, concern.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South Bersted Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	73	14	24	1	2	0	0
The school keeps my child safe	41	70	18	31	0	0	0	0
The school informs me about my child's progress	29	49	25	42	4	7	0	0
My child is making enough progress at this school	30	51	25	42	2	3	0	0
The teaching is good at this school	35	59	20	34	2	3	0	0
The school helps me to support my child's learning	33	56	22	37	4	7	0	0
The school helps my child to have a healthy lifestyle	30	51	25	42	4	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	46	25	42	4	7	0	0
The school meets my child's particular needs	31	53	24	41	3	5	0	0
The school deals effectively with unacceptable behaviour	29	49	24	41	3	5	1	2
The school takes account of my suggestions and concerns	26	44	28	48	4	7	0	0
The school is led and managed effectively	34	58	22	37	0	0	0	0
Overall, I am happy with my child's experience at this school	33	56	22	37	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



2 October 2009

Dear Pupils

Inspection of South Bersted C of E Primary School, Bognor Regis PO22 9PZ

Thank you for welcoming the inspectors to your school recently. We enjoyed meeting you and are grateful to you for sharing your work with us. We could see that yours is a good school. Your parents and carers told us that this is what they think too and many of you said the same thing to us. Many also told us that you enjoy school. You feel safe and know that the adults care well for you.

You learn well and by the time you get to the end of Year 6, your skills and knowledge in most subjects are similar to those we see in most schools. The only area where you are not quite as strong is in writing. Even here, you often make good progress. We have asked your teachers to give you a little more help in writing.

When we talked to some of the older pupils, they told us that your school is much better now than when they first arrived. They said that lessons are more exciting and also that behaviour has improved. We can see why they said these things. One reason that you learn well is that the teachers teach you well. Another is that you give them a lot of help, by being cheerful, behaving well and working hard.

The headteacher and other staff know how to make your school even better. We have asked them to do one other thing especially. This is to always give the most able pupils work that is difficult enough to really make you think. We know that you will continue to help your teachers.

Very best wishes for your futures.

Yours faithfully

George Rayner

Lead inspector

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