

Inspection of Kingsham Primary School

Hay Road, Chichester, West Sussex PO19 8BN

Inspection dates: 21–22 January 2020

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 proud of their school. They enjoy learning and rise to staff's expectations of them. The school's 'CROWN' values of curiosity, resilience, open-mindedness, wow-improvement and no limits are well understood by pupils. As they told inspectors, ' "Resilient rhino" helps us to keep going when the work gets hard.'

Pupils' behaviour has improved since the last inspection. Pupils behave well in class and are prompt to follow instructions. They listen well to each other and adults. Pupils who struggle with their behaviour are well supported by adults. Pupils told inspectors that there is no bullying. They feel safe and know who to go to if they have a problem.

Pupils enjoy the many opportunities to take on a responsibility, for example as a play leader, librarian or peer mediator. As one pupil told us, 'We want to play our part in school.' Pupils are keen to take part in the wide range of clubs. Parents and carers welcome the different experiences available to their children. As one parent commented, 'We are excited by the opportunities available to the children such as singing at the Festival Theatre.'

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

Leaders are ambitious for all pupils and have a clear vision to improve standards. The quality of education has improved since the last inspection. Planning in reading, writing and mathematics is now strong. Consequently, teachers take care to sequence pupils' learning. They use assessment well to check what pupils know and understand so as to address any gaps from the past and move their learning on. As a result, pupils know and remember more in these subjects, although this is not yet reflected in published test results.

Leaders ensure that the curriculum is broad and interesting. They have created plans in the foundation subjects which help teachers to ensure that pupils build on what they know and understand. Some subjects are further along than others. Teachers are better at assessing what pupils have already learned and using this to plan their teaching in some subjects than others.

Leaders have made reading a priority since the last inspection and this is having a positive impact on all areas of pupils' learning. The teaching of early reading is strong. All staff are well trained to teach phonics, which is taught from the start of Reception. Pupils' reading books are well matched to their ability. They use their phonics knowledge well when reading unfamiliar words. Teachers check pupils' progress in reading carefully and effective support is quickly put in place should any pupil fall behind.

Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are very well supported. Pupils' 'passports to learning' make it clear how

pupils with SEND should be supported to achieve their targets. Teachers take care to plan to meet their needs. Teaching assistants are well trained to provide effective support. Close tracking monitors how well they are doing.

Personal development is a strength of the school. Pupils trust the adults and know they are there to help. Pupils are respectful to each other and know right from wrong. Staff are consistent in their approach to managing behaviour. As a result, pupils are generally attentive and ready to learn. They understand democracy through, for example, standing to become a school council member. Pupils are very aware of their local community and their needs but they have limited knowledge of people of other cultures and faiths.

Children get off to a great start in Reception. The early years leader has a clear vision and has made sure the curriculum is well planned. As a result, the children are enthusiastic learners. Activities are carefully planned to build on what children know and as a result, they stay at their chosen activities and learn well. For example, children use their phonic skills to help them read and to write. They apply their developing mathematical skills to, for example, sort socks or count in twos.

Attendance since the last inspection has improved. Leaders track absence rigorously but know that for some pupils, attendance is still not high enough.

The trust is highly ambitious for the school. Trust leaders know the school's strengths and weaknesses. Staff value the training they receive from the trust and are appreciative of the well-being group. Governors are well informed and supportive of the school.

Safeguarding

The arrangements for safeguarding are effective.

The trust ensures that recruitment processes are followed carefully, and records are kept well. Leaders have made sure that all staff are well trained. As a result, they can identify pupils who may be at risk. School records show leaders follow up safeguarding issues rigorously. They work well with external agencies to support pupils and their families.

Parents, staff and pupils told us that pupils are safe. Leaders ensure that pupils learn how to keep safe. They are taught how to recognise dangers in and out of school. Pupils know, for example, how to keep safe when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in reading, writing and mathematics is firmly established. Leaders now need to ensure that all foundation subjects are coherently planned and sequenced and assessment used effectively to check pupils' understanding and inform teaching. It is

clear from the actions that leaders have already taken they are in the process of bringing this about. For this reason, the transition arrangements have been applied.

- Leaders acknowledge that pupils do not have enough knowledge of people beyond their community. Leaders must improve the opportunities for pupils to develop their understanding of other cultures and faiths to be prepared for life in modern Britain.
- Attendance is improving, but a small group of pupils are missing too much school. Leaders must continue to work with parents of pupils who are persistently absent to reduce the number of days of learning they lose.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141181
Local authority	West Sussex
Inspection number	10111143
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	273
Appropriate authority	Board of trustees
Chair of trust	Jane Longmore
Headteacher	Hilary Faulkner
Website	www.kingshamprimary.org.uk
Date of previous inspection	12 July 2017

Information about this school

- Kingsham is a broadly average-sized primary school. There are spaces for 45 pupils in each year group. In every year, pupils are taught in mixed-age classes.
- A high proportion of pupils join and leave the school throughout the school year.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we met with the headteacher, both assistant headteachers and the SENCo. I also met with four governors and two members of the academy trust.
- We did deep dives in these subjects: reading, mathematics, science, history and personal, social and health education (PSHE). We visited lessons, spoke to subject leaders, looked at a range of pupils' work, talked with pupils and met with teachers. We also heard pupils read and talked to them about their reading.
- We scrutinised a range of documents including the school's own evaluation of its work, improvement plans, and records about behaviour and attendance. I also reviewed subject leaders' action plans.

- We evaluated the effectiveness of safeguarding by reviewing records, training and actions. We reviewed the single central record. We spoke to the designated safeguarding lead, pupils, staff and parents.
- We also spoke to pupils informally in the playground and at breakfast club.
- We considered the 69 responses made by parents to Parent View, Ofsted’s online questionnaire, and the 39 responses to Ofsted’s free-text system. We also spoke to parents at the start and end of the school day and at breakfast club. Additionally, we took account of the 32 responses to Ofsted’s online staff survey.

Inspection team

Becky Greenhalgh, lead inspector	Ofsted Inspector
Judith O’Hare	Ofsted Inspector
Jon Hills	Ofsted Inspector

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