

Downview Primary School

Inspection report

Unique Reference Number	125924
Local Authority	West Sussex
Inspection number	359967
Inspection dates	12–13 July 2011
Reporting inspector	John Carnaghan

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair	Sue Hawthorn
Headteacher	Mandy Williams
Date of previous school inspection	4 June 2008
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Introduction

This inspection was carried out by four additional inspectors. They observed 15 lessons taught by 14 teachers and held meetings with staff, pupils and members of the governing body. They observed the school's work, and looked at its records, policies and assessments as well as questionnaires completed by staff, pupils and 130 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Does inspection evidence confirm the school's view that pupils' current attainment is above average?
- How consistent and effectively is teachers' use of assessment'?
- How effective is the school's promotion of community cohesion in widening pupils' horizons?

Information about the school

Downview Primary School is larger than average size. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are White British and speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is below average but rising; the largest group of these pupils has behavioural, emotional and social difficulties.

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?

1

The school's capacity for sustained improvement

1

Main findings

Downview is an outstanding school. Under the charismatic, committed leadership of the headteacher it has made rapid progress in many areas. The school is a happy, purposeful and caring environment where pupils thrive. Parents and carers gratefully acknowledge its numerous strengths. One typical parental comment was, 'a brilliant local school with an outstanding ethos and atmosphere, my children love to learn there.' Excellent and thoughtful behaviour contributes to pupils' good progress. Pupils support one another in lessons as a matter of course and older ones look after their younger peers on the playground and elsewhere, showing great common sense and maturity.

Children get off to an excellent start in the Early Years Foundation Stage where they make excellent progress. By the end of Year 6, attainment is above average despite a slight dip in 2011. English attainment is consistently slightly above that in mathematics. Pupils make good progress because they enjoy their lessons so much and the work they do is precisely tailored to their needs. The strongly inclusive nature of the school means the achievement of all groups of pupils, including those with special educational needs and/or disabilities, is good. Effective teaching usually engages pupils and fires their enthusiasm, so learning is invariably good. Learning falters occasionally when teachers talk for too long, not giving pupils enough opportunities to show their skills by working independently.

Pupils receive outstanding care; their safety and well-being is a priority and they develop as exceptionally courteous individuals, closely involved in the school and local community. The curriculum is most stimulating and provides exciting opportunities for pupils to develop understanding of the wider world, particularly through links with schools in contrasting environments.

The school has taken rigorous actions to overcome issues raised at the previous inspection, resulting in exceptional improvement. For example, teaching has moved from satisfactory to good and concerns about assessment have been fully addressed.

There has been greater focus on developing the leadership of mathematics and this is beginning to improve attainment. In consequence of this improved provision, pupils' attainment and achievement have risen sharply. The basis for improvement is the shared ambition of staff and the school's outstanding self-evaluation that enables it to set rigorous targets, plan effectively and focus on the correct priorities. The school's capacity for sustained improvement is outstanding.

What does the school need to do to improve further?

- By July 2012, build on developing good practice in managing mathematics to improve all teachers' skills and confidence in teaching the subject, raising attainment so that it is at similar levels to that in English
- By December 2011, develop teaching further so that more lessons are outstanding, by consistently giving pupils every opportunity to work independently of adults in the classroom.

Outcomes for individuals and groups of pupils

1

National assessment information and inspection evidence confirm the school's increasingly detailed data analysis that attainment is above average. Despite a long-term pattern of improvement, the attainment of the current Year 6 group fell in 2011. This was due to a combination of circumstances, the most significant being the high influx of pupils, largely boys facing challenging circumstances, towards the end of Key Stage 2. The school reacted well to this, implementing additional support but it was too late to significantly raise the attainment of many of these pupils. Attainment in mathematics has been a little behind that in English for some years. Changes to the management of the subject and rigorously applied strategies promoting better teaching are closing the gap.

Consistently good teaching ensures that all groups of pupils progress well. Learning is enjoyable because teachers emphasise outcomes and provide work to meet pupils' needs. An outstanding Year 6 mathematics lesson typified many strengths in its drive, good humour and the engagement of all pupils in a variety of well-focused activities. Outstanding behaviour, which is often the norm, saw pupils work exceptionally well alone, in pairs and in groups and contributed to excellent learning.

Detailed planning for all groups of pupils, including those with special educational needs and/or disabilities, and a variety of tailored interventions means that very few pupils fall behind. Given their starting points the achievement of all pupils, including those with behavioural, emotional and social difficulties, is good.

The supportive environment contributes strongly to pupils' opinion that the school is exceptionally safe; parents and carers fully support this view. Pupils are well informed of potential dangers in the outside world, such as on the internet or on the busy local roads. Pupils understand healthy lifestyles; most participate in the numerous sporting opportunities and many walk or cycle to school. Most recognise the benefits of a healthy diet, enjoying balanced school lunches but, for some, the temptation to put chocolate bars and similar treats into lunch boxes is irresistible.

Pupils are very proud of their school and participate keenly in daily life. Most older ones take on responsibilities, often for those in the Reception class and Key Stage 1. The school council is a lively and respected forum and has acted on numerous initiatives, such as providing more play equipment and raising charitable funds. Pupils are regularly consulted about topics they would like to study; their views are regularly canvassed by staff and the governing body. They successfully wrote to the parish council to gain funding for a school crossing attendant. Pupils are well equipped to succeed in the future, particularly in secondary education. Attendance is above average.

The imaginative curriculum provides numerous opportunities for pupils to wonder and reflect on the beauty of their world and also develop insights into their own culture and that of others, and how they are changing. Their excellent behaviour and deep regard for others is eloquent testimony to outstanding moral and social development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	2
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to	2

their future economic well-being Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The curriculum is designed with the development of the school's key skills and qualities at its heart. This promotes a coherent, very well planned curriculum that meets the needs and aspirations of Downview's pupils and provides some memorable experiences, for example when Years 1 and 6 enjoyed an astronomy evening. Work is modified to meet pupils' requirements, especially those with special educational needs and/or disabilities, promoting some excellent opportunities for learning for all groups and consistently good achievement. Pupils' experiences are enriched and extended through a wide range of popular cultural, sporting and curriculum clubs.

Assessment is painstakingly used to support pupils' learning. Teachers use assessment information to identify differences in progress and then, by planning to match activities to abilities, address pupils' needs at an individual level. Data is also well used to set clear short and medium term targets; coupled with friendly, analytical marking this gives pupils precise information about their next steps in learning. Most lessons are thoroughly enjoyable, as pupils report, because teaching is very well planned, lively and engaging. Relationships between pupils and with adults are extremely positive. Teachers are knowledgeable and manage pupils with quiet assurance. Lessons are mainly well paced, but occasionally teachers tend to talk too much so progress slows down and pupils do not have enough opportunities to apply their learning for an extended period.

Very well organised arrangements to care for all pupils contribute to excellent personal development and well-being. Pupils, parents and carers express great satisfaction with the safe, caring atmosphere. Excellent care is afforded to pupils new to the school and to those at critical transition points, helping them to settle quickly and easily into new environments. Attendance is carefully monitored with a particularly close eye kept on those pupils whose circumstances may make them vulnerable. Capable leadership provides powerful support for pupils with special educational needs and/or disabilities. Clearly targeted help for pupils whose circumstances may make them vulnerable and close work with families and a wide network of specialist agencies results in many overcoming previous barriers to progress.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, leaders and managers work in close harmony, communicating high expectations and a sense of purpose to pupils and staff. Robust monitoring, and the use of assessment (a weakness at the time of the previous inspection), provide good information about all aspects of the school. Rigorous promotion of good practice has driven up the quality of teaching so it is now good, assuring pupils' progress. Information from self-evaluation is used intelligently to identify areas for improvement and informs future planning. This helps the school tackle weaknesses and improve provision, for example in mathematics.

The school has developed its tracking of progress into a sophisticated system that identifies the progress of groups and individuals; this information is easily accessible to all staff. When any variations in learning are detected, vigorous action selected from a wide menu of strategies is taken to boost the progress of those in danger of underachieving. This concerted action ensures excellent equality of opportunity and that any unevenness between groups is minimal and reducing. There is no evidence of discrimination.

The governing body systematically evaluates the school by analysing assessment information, visiting the school and regularly meeting pupils, parents and carers. This provides a good basis for the strong support and challenge they offer. The governing body has constructive relationships with staff; its members are rigorous in their efforts to ensure pupils and staff are safe. Excellent risk assessments and quality assurance contribute to the school's outstanding safeguarding measures. Collaboration with outside agencies is exemplary and the school's methods in this respect are shared with other local schools. Staff are thoroughly trained, especially in child protection. The school has a highly positive ethos and pupils report that they feel very safe.

Parents and carers are exceptionally well informed about their children's achievement and development from the moment they start in the Reception class. Tailored guidance on the best ways to support children's learning is readily available and the school runs numerous courses on areas of interest, including mathematics and parenting. Regular meetings keep all parents and carers abreast of their children's progress; frequent surveys provide good opportunities for them to make their opinions known. The school is fully committed to working in partnership with neighbouring schools, taking a leading role in many activities. The local cluster of schools enables Downview to access high quality training for staff. It provides excellent value for money because mutual arrangements enable some teachers' courses to be accessed free of charge. Excellent and wide-ranging partnerships mean that numerous visitors to the school from the world of work, for example fishermen and bankers, enliven the curriculum and bring additional expertise.

Incisive analysis by the school of its context informs an exceptional contribution to community cohesion. The audit resulted in improved provision, for example the school has developed close links with schools in Manchester, Suffolk and Ascension Island and broadened its curriculum, using local places of worship as a focus. Its actions have markedly widened pupils' horizons and improved their awareness of community cohesion; as one said, 'The school helps us learn about different beliefs and about people from different backgrounds'. The school is a very cohesive community with no reported racial incidents or bullying.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children make significant gains in the Early Years Foundation Stage. They develop high levels of independence, curiosity and imagination and quickly learn respect and tolerance for one another and the staff. They confidently share concerns with adults, their behaviour is invariably positive and they are happy and eager to attend; they develop an excellent understanding of how to keep themselves safe. They make good and sometimes outstanding progress and attainment rises rapidly to be at least average by the time they join Year 1. Furthermore, they have been exceptionally well prepared for a lifetime of continuing education.

Detailed, carefully considered planning provides many fascinating opportunities for children to play and learn. The environment, indoors and out, provides a stimulating area for the varied activities that children enjoy. Staff maintain a good balance between teacher-led and child-initiated activities and those indoors and out. Teachers are expert in this age range, work outstandingly well with one another and other adults and their inputs motivate children's enthusiasm and curiosity. All adults contribute to ongoing assessments of children's development that track each child and develop a comprehensive understanding of each of their charges.

The 'getting to know you' programme quickly establishes most constructive relationships with families who become empowered to participate in their children's education. Six weeks into the year, the school makes a presentation on how to support children's learning at a breakfast meeting that is attended by most parents and carers. Leaders and managers have high aspirations and constantly seek improvements; children's well-being is much enhanced by the very well organised provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	1
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers hold very positive views of the school. In the inspection survey 100% of respondents reported that their children enjoy school, that teaching is good and that the school keeps pupils safe. All were happy with their children's experience of school. A few parents and carers expressed concerns over the way the school deals with behaviour and its reaction to their suggestions and concerns. Inspection evidence indicates that the school deals very well with behaviour and that it takes full account of any suggestions and concerns that are raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Downview 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 13 statements about the school.

The inspection team received 130 completed questionnaires by the end of the on-site inspection. In total, there are 410 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	101	78	29	22	0	0	0	0
The school keeps my child safe	98	75	32	25	0	0	0	0
My school informs me about my child's progress	88	68	41	32	1	1	0	0
My child is making enough progress at this school	87	67	40	31	2	2	0	0
The teaching is good at this school	88	68	42	32	0	0	0	0
The school helps me to support my child's learning	77	60	50	39	2	2	0	0
The school helps my child to have a healthy lifestyle	72	55	52	40	6	5	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	95	73	32	25	3	2	0	0

entering employment)								
The school meets my child's particular needs	81	62	41	32	6	5	0	0
The school deals effectively with unacceptable behaviour	57	44	59	45	9	7	1	1
The school takes account of my suggestions and concerns	67	52	52	40	10	8	1	1
The school is led and managed effectively	82	63	42	32	5	4	0	0
Overall, I am happy with my child's experience at this school	92	71	38	29	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 the contribution of all the staff with responsibilities, not just the headteacher,

management:	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"> • The school's capacity for sustained improvement. • Outcomes for individuals and groups of pupils. • The quality of teaching. • The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. • The effectiveness of care, guidance and support.
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.



14 July 2011

Dear Pupils

Inspection of Downview Primary school, Bognor Regis, PO22 8ER

Thank you for the kind welcome that you gave to the inspectors when we visited your school. We enjoyed talking to you very much and congratulate you on your excellent behaviour. It was very pleasing to hear how much you enjoy school.

Downview is an outstanding school. It has improved a lot; you make good progress and your attainment is above average. The main reasons for this are the excellent curriculum and the good teaching you receive. The way the school cares for you and keeps you safe is outstanding.

All this is due to the excellent way your headteacher and her team of staff run the school.

We have asked the school to improve in two areas:

- Improve the teaching of mathematics so that you reach the same high standards that you do in English.
- Make sure that you get even more opportunities to work independently in all lessons.

You can help by keeping up your very positive attitudes. Once again, many thanks for all your help,

Yours sincerely

John Carnaghan

Lead inspector

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