

Inspection of a school judged good for overall effectiveness before September 2024: Downview Primary School

Wroxham Way, Felpham, Bognor Regis, West Sussex PO22 8ER

Inspection dates:

22 and 23 October 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that aspects of the school's work may not be as strong as at the time of the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Emma Purkis. This school is part of Downview Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, also Emma Purkis, and overseen by a board of trustees, chaired by Claire Youdell.

What is it like to attend this school?

Pupils are very happy at school. They describe the school as kind and welcoming. Of the school's values 'respect' is particularly important to pupils, who are proud to help each other to be part of the community.

Pupils feel safe and remember what they have been taught about staying healthy. Pupils know who to talk to if they have concerns. While pupils say that bullying sometimes happens, they are certain that it would be quickly and effectively dealt with.

Pupils' behaviour in lessons and around the school is very good. The school's expectations of behaviour are high but kindly enforced. Clear routines help pupils know how to behave. Children in early years carefully practise 'quiet walking' on the way to lunch or physical education activities. Older pupils are sensible and thoughtful towards each other in classrooms and when moving around the school.

Pupils of all ages enjoy talking about their learning. While the school recognises that pupils have not achieved previously as well as they should, there is a clear ambition to ensure current pupils do achieve well. Pupils respond positively to this, with one describing the best thing about the school is 'my day is filled with fun lessons'.

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

The school recognises that pupils' outcomes are too low, particularly in reading, writing and mathematics. This means pupils are not prepared well enough to continue their education. The school's new leaders have put in place a range of actions to rapidly improve outcomes and ensure that all pupils are fully prepared for their next steps.

The school's curriculums are currently undergoing development. As a result, some are more effective than others at developing pupils' knowledge. The strongest curriculums precisely identify the sequenced knowledge that pupils need. In these subjects, pupils can now use their prior learning and make links between topics, and they are gaining the knowledge that they need in these subjects. Where curriculums are less well developed, pupils' knowledge is not as strong.

Sometimes, checks are not consistently made on what pupils know and remember. Where the curriculum is less precise, teachers do not always have an understanding of the key information that pupils need to learn next. As a result, some pupils are left with misconceptions or gaps in their understanding. Staff training is ongoing to improve the checking of pupils' knowledge.

Reading is a high priority at the school. Older pupils remark on how reading 'punctuates their day'. They delight in using the new vocabulary they learn. The new library is popular and includes books for readers at all stages. Most pupils in the early stages of reading are well supported by knowledgeable staff. Pupils who find learning to read more difficult receive carefully planned help. However, these sessions are not as impactful as they could be to help pupils keep up with their peers.

The quality of pupils' writing is improving across the school. It is consistently prioritised for pupils of all ages. Children in early years enjoy regular mark making and are proud to show adults their work. The rich early years environment provides them with plentiful opportunities to practise writing, supported by staff. Older pupils benefit from their regular writing-focused lessons. However, opportunities for pupils to write frequently in other subjects are not always taken. As a result, pupils' writing skills are not as advanced as they should be. Plans in the school's curriculum development include providing all pupils with opportunities to develop their writing across all subjects.

Pupils with special educational needs and/or disabilities (SEND) are well known. These pupils are supported to thrive in the wider school environment by a range of targeted help. However, checking classroom support and adaptation is not as consistent as it needs to be. As a result, pupils with SEND do not always benefit as much as they could from their learning.

Pupils' wider development is a strength of the school. Staff make sure that all pupils benefit from the varied programme of clubs and trips. Pupil leadership opportunities, such as play leaders and pupil librarians, allow pupils to contribute to the school, which they are proud to do. Pupils have an age-appropriate understanding of relationships and are thoughtful about the wider world.

Trustees have a detailed understanding of the school and a realistic understanding of where improvements are needed. Parents are highly positive about the care their children receive. Staff are equally positive about working at the school and the support they receive to continue to develop the education provided.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not achieve as well as they should in reading, writing and mathematics at the end of key stage 2. This means they are not sufficiently ready for the next stage of their education. The school should continue to develop ambitious reading, writing and mathematics curriculums and high-quality teaching for all pupils.
- In some subjects, leaders have not yet precisely set out the detail and sequence of knowledge that pupils need to learn. This means important aspects of pupils' knowledge do not always build sequentially. Furthermore, teachers can find it more difficult to identify and correct pupils' knowledge gaps. The school should ensure that the curriculum in all subjects precisely sets out the knowledge pupils need to learn and when they need to learn it.
- Pupils with SEND do not benefit as much as they should from planned intervention and adaptation in lessons. This means they are not always helped to make as much progress as possible. The school must ensure that teaching and adaptation for pupils with SEND is of consistently high quality and frequently checked for impact.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding,

behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in February 2019.

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	140048
Local authority	West Sussex
Inspection number	10341752
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	587
Appropriate authority	Board of trustees
Chair of trust	Claire Youdell
CEO of the trust	Emma Purkis
Headteacher	Emma Purkis
Website	www.downviewprimary.co.uk
Dates of previous inspection	6 and 7 February 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher, as well as other members of the leadership team and staff body, joined the school since the previous inspection.
- The school uses two unregistered alternative provisions.
- The school is part of the Downview Trust.

Information about this inspection

- Inspections are a point-in-time evaluation 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.
- To evaluate the effectiveness of safeguarding, the 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 inspectors held meetings with the headteacher, the special educational needs and disabilities coordinator, curriculum leaders and other staff.
- The lead inspector met with representatives of the board of governors, including the chair and the local authority.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- The inspectors considered the responses to Ofsted Parent View. They also took into consideration the responses to the staff and pupil surveys, as well as speaking to staff and pupils throughout the inspection.

Inspection team

Ed Mather, lead inspector

His Majesty's Inspector

Neil Small

Ofsted Inspector

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