

# Inspection of a good school: West Park CofE Primary (Controlled) School

Marlborough Road, Worthing, West Sussex BN12 4HD

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Inspection dates:

3–4 December 2019

## Outcome

West Park CofE Primary (Controlled) School continues to be a good school.

## What is it like to attend this school?

Pupils' smiles say it all when they talk about their school. They are proud to belong to such a welcoming community. Positive relationships with teachers help pupils to develop their confidence. They feel valued as individuals because, they say, 'Here, you can be yourself.' Trusted adults are always at hand to help pupils feel safe. As a result, pupils work hard and achieve success.

Pupils talk excitedly about what they are learning. They say teachers make lessons fun. There are many interesting clubs to engage pupils outside of the school day. There is something to suit everyone. Pupils know that the headteacher and her team are ambitious for them. Staff want pupils to have the best possible experience of being at school. They talk about their pupils with pride. Pupils say their teachers listen to their views.

Incidents of poor behaviour and bullying are rare. This is because pupils respect the differences between them. They get on well together. It was pupils' idea to hold an 'odd socks day'. They wanted to draw attention to how wrong it is to bully someone. Pupils know what to do if they or anyone they know experiences bullying.

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

Leaders, governors and staff have the highest expectations of pupils' learning and behaviour. They are always looking to improve what they do for pupils. Teachers consistently reinforce behaviour expectations. This helps each classroom to be a hive of busy activity. Pupils are keen to do well. They listen to teachers and concentrate on their work.

A 'Year of Reading' is supporting pupils to enjoy the wide variety of books that are on offer. Teachers support parents and carers to understand how to help their children's early reading. As a result, almost all children get off to a good start. Most of them are quickly able to use their early phonics to make sense of a book. Key stage 2 pupils like the challenging

books that teachers choose for their class to study. Pupils develop into keen readers who like to lose themselves in books written by their favourite authors.

Reception children and key stage 1 pupils develop strong mathematical skills. Teaching helps them to quickly grasp how numbers work. Pupils build firm foundations to help them understand the calculations they will meet in key stage 2.

Some lower-attaining pupils, including a few with special educational needs and/or disabilities (SEND), do not become fluent in reading and number. On occasion, these pupils do not have enough time to practise developing strong skills.

Leaders' effective subject plans ensure that pupils learn things in a sensible order. Visits and lively experiences support learning by making it come alive. For example, Year 6 pupils recently enjoyed playing the role of a Second World War evacuee. They then wrote an interesting Second World War diary based on what they had learned. Careful planning is helping pupils to learn and remember more. Pupils are doing well to recall the lesson content that has intrigued them, particularly from earlier this term. Leaders know that, beyond English and mathematics, there is more to do. Their work is well under way. Senior leaders are supporting subject leaders well, helping them with the expert skills to further develop each subject.

Teachers go the 'extra mile' to ensure that children settle quickly into Reception. They enjoy learning in their daily 'Go explore' activities. Children concentrate well on what they have selected, setting their own challenges. They cooperate well with each other. Teachers and other adults ask skilful questions. These help children to explain their thinking. The well-planned curriculum inspires children's learning. Visits from a builder and a doctor, for example, gave children plenty of creative ideas.

Pupils with SEND, including those placed in The Willows learning resource, take part in everything that their class does. Every pupil gets the chance to be a leader and to represent their school in a competitive event. Older pupils relish having responsibilities, such as by being reading buddies and technology 'digi-gurus'. The school's provision helps pupils to grow in strength, both academically and personally. By the time pupils reach Year 6, they feel well prepared for their secondary education.

Staff say that senior leaders are thoughtful about their workload. They appreciate the training and support that help them to develop in their roles. This enables teachers to do their very best for pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated safeguarding leader ensures that keeping pupils safe is everyone's priority. Leaders do all they can to work with pupils and parents to ensure that families have the support they need.

Staff are quickly alert to any safeguarding concerns. They are highly trained to understand their responsibilities. Staff are confident about reporting procedures. Governors check with leaders that these procedures are fit for purpose.

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

### **(Information for the school and appropriate authority)**

- Teachers deliver the curriculum effectively in reading, writing and mathematics. On occasion, they do not give lower-attaining pupils, including some with SEND, enough opportunity to practise their skills. Leaders need to ensure that resources and support are well matched so that lower-attaining pupils develop fluency and confidence as they learn.
- Leaders have developed sharply focused plans for science and the foundation subjects. The implementation of these plans is beginning to help pupils to learn and remember more. However, leaders' work is not yet firmly embedded. Senior leaders need to further develop subject leaders' roles so that they contribute fully to pupils' achievement.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 10–11 February 2016.

## **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 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

<b>Unique reference number</b>	126016
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10111301
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	760
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sarah Cook
<b>Headteacher</b>	Caitriona Bull
<b>Website</b>	<a href="http://www.westpark.w-sussex.sch.uk/">www.westpark.w-sussex.sch.uk/</a>
<b>Date of previous inspection</b>	10–11 February 2016

## Information about this school

- West Park Primary is a Church of England voluntary controlled school. It was last inspected under section 48 of the Education Act 2005 in November 2017.
- The school is much larger than the average-sized primary school. It continues to grow as a result of its previous reorganisation. There are currently four classes in Reception and in Years 1 to 4, and three classes in Years 5 and 6.
- The school continues to have two resourced provisions, 'The Willows'. These are for pupils with education, health and care plans. These pupils are placed by the local authority. One of the resourced provisions is for pupils with physical disabilities. The other is for pupils with additional learning needs. Pupils placed in both resources are fully included in a mainstream class, with personalised support that is appropriate to their needs.
- Since the previous inspection, a new chair of governors has been elected.

## Information about this inspection

- We held meetings with senior leaders, curriculum leaders and teachers. We also spoke to support staff, including lunchtime supervisors.

- We did deep dives in these subjects: reading, writing and history. We discussed the curriculum design with leaders, visited lessons and looked at pupils' work. We spoke to pupils about their learning and to teachers about the curriculum.
- We also briefly visited classes to see how younger pupils are developing their number skills, and we saw Reception children enjoying their 'Go explore' activities.
- We evaluated the effectiveness of safeguarding by reviewing the school's single central record of recruitment checks. We met with the designated safeguarding lead and her deputies, discussed a sample of current cases, reviewed documentation and spoke to pupils and staff.
- I met with seven governors, including the chair of the governing body. I also met a representative of the local authority.
- We met with pupils to discuss their views about the school and talked to pupils informally about the school.
- We considered 186 responses to Ofsted's online pupil survey. We took account of the 114 responses to the Ofsted Parent View survey and the 63 additional free-text responses. We met with some parents at the end of the first day of the inspection. We considered the views of 38 members of staff who responded to Ofsted's staff survey.

## **Inspection team**

Linda Jacobs, lead inspector

Ofsted Inspector

Doug Brawley

Ofsted Inspector

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