

Inspection of Singleton CofE Primary School

Charlton Road, Singleton, West Sussex PO18 0HP

Inspection dates: 25 and 26 April 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils love being part of their school. They value the warm and welcoming greetings they receive at the school gate every day. Families appreciate their invitations to attend school workshops and events. The winter and summer sports days are popular events where pupils compete in their houses, Fox, Deer and Kite, to earn a ribbon on the school trophy.

Staff have high expectations for pupils' learning and behaviour. These expectations are rooted in kindness. Pupils respond well to this caring approach and always behave extremely well. They feel safe and well looked after. In lessons, pupils listen carefully to their teachers, work hard and achieve well. They show that they are 'ready, respectful and responsible' learners.

Relationships across the school are exceptionally strong. These occur because of a range of deliberate activities. Pupils and staff enjoy the daily 'dash and chat' when the whole school comes together to talk and exercise. At lunchtime, pupils sit on mixed-age tables and chat happily. Year 6 helpers take delight in helping to serve and support their table. One parent summed up the views of many by saying, 'Every child seems to be thriving and there is a wonderful energy coming out of the school.'

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

Leaders have designed an ambitious curriculum for all pupils. In every subject area, leaders identify and order what pupils need to learn. This means that teachers know exactly what to teach and when. In most subject areas, this results in pupils remembering their learning and achieving well. In a very few subjects, where leaders' changes have been more recent, pupils remember their previous learning less well.

Pupils' communication and language development is prioritised in all teaching. Starting in early years, children are encouraged to speak in full sentences and use appropriate terminology. For example, when exploring their garden centre 'role play' area, children use the correct vocabulary to describe parts of plants and what they need to grow. Across the school, teachers expect pupils to use subject-specific vocabulary. It is explicitly taught. For example, in design and technology, pupils describe their lever systems using technical vocabulary about pivots and the resulting movements.

Pupils learn to read well. All staff are trained to teach pupils how to read using a phonics-based approach. Reading lessons are engaging and pupils respond with enthusiasm and energy. The regular reading volunteers also know how to support pupils with an appropriate emphasis on phonics. This consistent approach by all adults results in confident and fluent readers. Pupils enjoy their author focus sessions and stories.

Across all subjects, teachers are skilled at checking pupils' learning. In dedicated 'planting' weeks, they check what pupils can remember. At the end of learning units, pupils enjoy their 'flourish' weeks, where they create a final outcome. Teachers use this information to then shape what they teach next. When necessary, they recap areas of learning where pupils are less sure. In a few subject areas, this recap process is not yet fully established. For example, pupils do not always have enough opportunities to practise their mental mathematics skills. This means that some pupils do not yet have quick and accurate recall of number facts, including their times tables.

Pupils with special educational needs and/or disabilities (SEND) are appropriately supported and achieve well. All staff know how to accurately identify pupils with SEND and provide the right support. This includes adaptations to learning resources and focused interventions by knowledgeable staff. This provision is robustly and routinely checked by the special educational needs coordinator.

There are many occasions where pupils benefit from wider opportunities. They enthuse about their forest school sessions and how these develop their teamwork and negotiation skills. Pupils show a deep understanding about why they need to care for the natural world. They describe the benefits to their physical and mental health of being outdoors and exploring the local area. Many pupils describe these sessions as being their favourite part of the week.

Pupils are knowledgeable about difference and diversity. They describe equality and fairness as being important human rights. Pupils know that there were times in history when this was not the case for some groups of people. Older pupils have learned about the abolition of slavery and why this was important. They are clear that injustice should be challenged.

Governors are committed to the school in all aspects. They aspire to provide pupils with the best possible school experience. Staff feel well supported and appreciate their regular training and development opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Staff know children and families well. However, this does not lead to any feeling of complacency and there is a vigilant approach to safeguarding. Staff are trained in how to identify concerns and report them to the safeguarding leaders. These concerns are appropriately referred to external agencies. Leaders liaise with these agencies and secure support for families who need it. Pupils know how to keep themselves safe in a range of situations. They understand the difference between a surprise and secret and know who they can talk to if they have any worries. Governors check the effectiveness of the school's procedures.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In mathematics, pupils are not given enough opportunity to practise their number fluency skills. As a result, some pupils are not accurate and efficient in their recall of key number facts. Leaders need to ensure that the mathematics curriculum allows pupils to develop the accuracy and efficiency of their mental methods.
- In a few foundation subjects, curriculum changes have only recently been implemented. As a result, pupils cannot always remember key knowledge and make links with their previous learning. Leaders should ensure that these curriculum improvements are embedded so that gaps in pupils' knowledge and skills are addressed.

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](#)' 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	125993
Local authority	West Sussex
Inspection number	10241033
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	66
Appropriate authority	The governing body
Chair of governing body	Janet Holt
Headteacher	Theresa Smyth
Website	www.singleton.w-sussex.sch.uk
Date of previous inspection	17 December 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school is part of the Diocese of Chichester. As a school with a religious character, the school was last inspected under Section 48 of the Education Act 2005 in January 2018.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector met with the headteacher, senior school leaders and members of the governing body. She also had phone calls with representatives from the local authority and diocese.
- Deep dives were carried out in design and technology, reading and mathematics. For each deep dive, the inspectors discussed the curriculum with subject leaders,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also looked at pupils' writing across the curriculum.

- To inspect safeguarding, the inspectors studied documents and records, including the school's single central record and child protection referrals. The inspectors spoke with the designated safeguarding leaders, staff and pupils.
- The inspection team considered responses to the staff survey and spoke to a range of staff about their views of the school.
- Responses to Ofsted Parent View, Ofsted's online questionnaire, additional free-text responses, and written communications were considered by the inspectors.
- The inspectors met with a range of pupils to learn their views about the school.

Inspection team

Kate Fripp, lead inspector

His Majesty's Inspector

Vickie Farrow

Ofsted Inspector

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