

Inspection of Clapham and Patching C of E Primary School

The Street, Clapham, Worthing, West Sussex BN13 3UU

Inspection dates: 19 and 20 September 2023

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Justine Chubb. This school is part of South Downs Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Pan Panayiotou, and overseen by a board of trustees, chaired by Richard Cohen.

What is it like to attend this school?

Pupils embody the school's values in this nurturing school. They are happy and safe here. Pupils have high expectations of themselves and each other. They are keen to learn, and they have positive attitudes. However, pupils do not achieve well in all subjects. Some older pupils have historic gaps in their learning. While the school has recently reviewed the curriculum, it has not yet been sufficiently embedded.

Many pupils enjoy attending clubs, such as musical theatre and construction. Trips and visits expand pupils' world views and help prepare them for their next steps. Teachers make sure that pupils develop a strong understanding of other faiths and different ways of life. Pupils show a keen respect for difference. Pupils learn the importance of serving the local community. They enjoy reading with residents in a local care home and serve coffee to parents at school coffee mornings.

Staff know all pupils well and offer individual support to them. Parents value the school and the support it provides. One parent, whose comment was typical of many, said, 'This is a school with children at its heart.'

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

The school has introduced a new, ambitious curriculum in the majority of subjects. However, some teachers' subject knowledge is not strong enough yet to ensure that pupils learn in a consistent manner. Staff support pupils with special educational needs and/or disabilities (SEND) well and adults identify their needs accurately.

In early years, teachers ensure that their planned activities support children to build their knowledge and vocabulary well. However, in key stages 1 and 2, not all teachers' subject knowledge is well developed. This means that they do not always design learning activities that help pupils to build their knowledge systematically. Consequently, pupils do not achieve as well as they should.

The school's approach to assessment is not effective enough in some subjects. In mathematics and phonics, assessment is well established and supports teachers in recognising gaps in pupils' learning. However, in some subjects, pupils do not improve their skills and knowledge consistently well because teachers do not know where pupils need to further their learning.

Reading is a priority for the school. A new library containing carefully chosen books is at the heart of the school, encouraging a love of reading and supporting the school's focus on teaching pupils about difference and diversity. The teaching of reading from early years is effective and pupils quickly learn how to read. Pupils read regularly, and a reading programme for older pupils helps those who struggle become more fluent readers. Teachers provide carefully planned extra support for pupils. They enjoy reading and enjoy recounting stories and poems they have read.

The school is a purposeful and welcoming place. Pupils model expectations for each other and this helps children in Reception Year to quickly settle into routines that support learning. Pupils play together with care and respect. During social times, there is a buzz of happy conversation. The emphasis on school values such as 'respect' and 'community' helps pupils to be cooperative and considerate.

Staff have worked hard to improve pupils' attendance, particularly for disadvantaged pupils and those with SEND. Leaders at all levels and other external agencies work with parents effectively in order to emphasise the importance of high attendance. As a result, pupils attend more regularly and arrive punctually.

The school takes every opportunity to develop pupils' characters and prepare them for their next steps. A broad range of trips and experiences reinforces pupils' cultural and spiritual understanding. Pupils from Reception Year receive an appropriate programme of personal, social and health education. Pupils have a keen understanding of fundamental British values and know how to keep themselves safe outside and online. They experience democracy through the leadership opportunities the school offers. The school ensures that disadvantaged pupils are a priority in accessing the wide range of clubs. They build the resilience of pupils through adventurous activities on a range of residential trips.

Parents appreciate that the school under new leadership has improved in many aspects and many parents are very positive about the school. Trustees support school leaders well and ensure that they fulfil their statutory duties effectively. Staff recognise the high levels of support that the school offers them to help them manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has introduced a new curriculum that is not yet embedded fully across all subjects. As a result, pupils do not yet learn and remember as much as they should in some subjects. Leaders at all levels need to strengthen and refine the curriculum so that it is consistently strong across all subjects.
- A number of staff do not have the range of subject knowledge and pedagogical skills to fully deliver the curriculum consistently well across all subjects. Pupils do not always learn the knowledge they need to progress through the curriculum. The school needs to ensure that training for staff enables all teachers to deliver the curriculum effectively.
- In some subjects, teachers do not use assessment consistently well. Consequently, pupils have significant gaps in their knowledge because teachers are unaware of what pupils know and understand. The school should ensure that teachers

understand fully where pupils are in their learning and the extent of the gaps in their understanding.

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 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	148170
Local authority	West Sussex
Inspection number	10288094
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	54
Appropriate authority	Board of trustees
Chair of trust	Richard Cohen
CEO of trust	Pan Panayiotou
Head of School	Justine Chubb
Website	www.claphamandpatching.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school has been part of the South Downs Education Trust since November 2020.
- The school uses one unregistered alternative provision.
- Clapham and Patching C of E Primary School converted to become an academy school in November 2020. When its predecessor school, Clapham and Patching C of E Primary School, was last inspected by Ofsted, it was judged to be good.
- The school last underwent a section 48 inspection in November 2016.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of the 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.
- The inspection team held meetings with the head of school, teachers and pupils. The lead inspector met with members of the governing body, including the chair of governors, and also with members of the trust board and the chief executive officer. The lead inspector also held a telephone conversation with a representative from the diocese.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, 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 lead inspector listened to some pupils read to familiar adults.
- To evaluate the effectiveness of safeguarding, 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.

Inspection team

Gavin Thomas, lead inspector

His Majesty's Inspector

Carla Laney

Ofsted Inspector

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