

Inspection of a good school: Wisborough Green Primary School

Newpound Lane, Wisborough Green, Billingshurst, West Sussex RH14 0EE

Inspection dates: 21 and 22 June 2023

Outcome

Wisborough Green Primary School continues to be a good school.

What is it like to attend this school?

Pupils are positive about their school. They enjoy attending. Pupils are happy here because they feel it is a friendly and welcoming place to be. Most parents echo this view. They like the sense of community and how the school cares for their children.

Pupils know that they are expected to work hard and behave well. They aim to be, 'in the learning zone'. Pupils explain how the school values of respect, perseverance, positivity, honesty, creativity, empathy and unity help them to 'get a little better' every day. They try to model these in all they do. The school provides a wealth of opportunities for pupils to practise these skills. Pupils relish opportunities to be buddies, first aid monitors or part of the learning council, which they apply for by giving speeches on 'democracy day'. Pupils enjoy taking part in community events. They are proud of their contributions to these, through, for example, maypole dancing.

Pupils feel safe. They know how to report any worries through the worry box. They are confident that staff will act to resolve any concerns. As a result, they do not worry about bullying, which they say is rare and quickly dealt with. Leaders' records support this view.

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

Leaders have ensured that a well-structured curriculum is in place from Reception Year through to Year 6. They have thought carefully about the order that pupils should learn knowledge and skills. Leaders have made strong links with the locality and community which helps bring learning to life for pupils. Children reflect upon their own learning and development as soon as they start school. They are invited to make a scrapbook of their first four years so that they can start to explore ideas about their own past and present. Leaders and governors monitor regularly to check the effectiveness of the curriculum so that they can continue to drive the school forward.

Pupils generally achieve well. However, leaders have identified that in some subjects, pupils' understanding is not as detailed as it could be. Subject leaders are rightly reviewing and refining the curriculum to clarify the important knowledge that pupils need to remember in depth. There is evident ambition for all pupils, including pupils with special educational needs and or disabilities (SEND). Leaders identify the needs of pupils with SEND carefully. Leaders ensure that these needs are met well so that all pupils can access the curriculum, enjoy learning and achieve well. This is particularly evident in mathematics where teachers use activities and resources to ensure pupils can understand and use mathematical language.

Leaders have ensured that reading is valued and important here. Children in early years are enthralled by visiting 'mystery readers' who share stories. Regular family reading days are popular. Older pupils get involved in reading projects across other local schools including the secondary school. Pupils learn the phonics knowledge they need to read quickly and well. Staff are experts in the teaching of early reading. Books have been carefully matched to pupils' phonic knowledge. Pupils who need help to catch up in reading get the help they need quickly. Pupils are excited by the success this leads to and staff share in pupils' excitement at their success.

Pupils' personal development threads through their wider school experience and the curriculum. Pupils appreciate the lessons they have had, for example when learning about money and how this prepares them for life beyond school. Leaders ensure that pupils learn about a wide range of cultures and beliefs. Pupils value their differences and what makes each person unique.

Throughout the school, most pupils behave well. Right from the start in early years, children are keen to learn. Pupils engage positively with teachers and their peers both in the classroom and around the school. Pupils summed this up saying: 'There are ups and downs but that is like life. Everyone encourages you. It is a positive place that makes you confident'. Where some pupils find good behaviour more difficult, leaders have ensured that appropriate support is in place, including for those pupils with SEND.

Leaders and governors work well together to continue to improve the school. They are keen to strengthen links within the whole school community, to ensure effective communication and unity. Staff are positive about working here. They are committed to the school and positive about the ongoing professional development provided for them. They know that their workload is considered by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that everyone has the training they need to identify safeguarding concerns. All necessary checks are completed before employment begins. Governors check that all is as it should be. Where safeguarding needs are identified, leaders respond quickly and appropriately. Outside agencies are involved as necessary. Leaders work effectively with a range of agencies to help keep pupils safe.

Leaders ensure that the curriculum enables pupils to learn how to keep themselves safe. This includes an appropriate and regularly updated online safety focus. This responds to pupils needs. Pupils have a good knowledge of how to stay safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is not as securely and consistently embedded as it is in others. Where this is the case, pupils do not consistently develop a deep understanding. They also do not achieve as well as they could. Leaders should continue their work to refine and embed the curriculum to ensure that it is consistent across all subjects.

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 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 in January 2018.

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	125860
Local authority	West Sussex
Inspection number	10268829
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Simon Butcher-Collier
Headteacher	Caroline Bennett
Website	www.wisboroughgreenschool.org.uk
Date of previous inspection	9 and 10 January 2018, under section 5 of the Education Act 2005

Information about this school

- The headteacher joined the school in September 2020.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- During the inspection, the inspector met with school leaders. The inspector also met with representatives from the governing body and spoke to a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics, and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils read.

- Safeguarding records were reviewed, including the single central record and appointment procedures. The inspector spoke to staff about safeguarding and spoke to pupils about the support they have in understanding how to keep safe.
- The inspector reviewed responses to Ofsted's parent, pupil and staff surveys. The inspector spoke to parents in the playground, received some written communication and had a telephone call with a parent.
- The inspector talked to staff to gather their views about the school, including their workload and well-being. The inspector met with several groups of pupils, as well as speaking to pupils during lessons and at playtime and lunchtime.

Inspection team

Deborah Gordon, lead inspector

Ofsted Inspector

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