

Inspection of Boxgrove CofE Primary School

The Street, Boxgrove, Chichester, West Sussex PO18 0EE

Inspection dates: 7 and 8 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils are proud to attend this small, nurturing school. They are safe and happy. Pupils are kind and look after each other. Leaders and staff want the best for every pupil and build caring relationships with them. Staff know each pupil exceptionally well. Staff make sure that pupils are supported emotionally, and that their pastoral needs are met. One parent commented that they 'couldn't be more grateful to the school for helping their child to flourish'.

Leaders and staff have high ambitions for all pupils. Pupils enjoy learning and work hard to achieve staff's high expectations. They are enthusiastic about their learning and demonstrate high levels of motivation. As a result, pupils usually achieve well across the curriculum. Pupils benefit academically, physically and socially from working in the vast outdoor area on the school grounds, most particularly the forest area.

Staff expect pupils to behave well. Pupils work and play well together. Pupils understand the school rules and know why they need them. They appreciate their teachers' guidance to help them understand their feelings and make the right choices. Pupils, and parents and carers, do not have concerns about bullying. They know that it is not tolerated and that staff will deal quickly with any worries that may occur.

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

Leaders have planned an ambitious curriculum that is broad and engaging. They have planned the curriculum with the needs of all pupils in mind, starting in the early years through to the end of Year 6. As pupils move through the school, they develop detailed knowledge in many subjects.

Teachers have secure subject knowledge because the thorough planning helps them know what to teach and when to teach it. However, in a minority of subjects, teachers do not always adapt the curriculum to enable all pupils to achieve as well as they could. They do not routinely choose the right activities to address gaps in pupils' knowledge.

Leaders prioritise reading across the school. Children learn phonics as soon as they start in Reception. While the Year 1 phonic screening check results were lower than the national average in 2022, current pupils are achieving well. This is because leaders have embedded improvements to reading. Staff are confident and have the expertise to teach phonics because they have undertaken thorough training. As a result, the teaching of phonics is now consistently strong. Staff identify gaps in pupils' knowledge quickly and plan catch-up lessons to help stop them from falling behind. Pupils' books are matched well to the sounds that they know.

Leaders have high ambition for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are identified early and receive effective

support. Leaders ensure that all pupils receive the academic, emotional and well-being support they need to succeed at school. Leaders take advice from external professionals when needed. The special educational needs coordinator provides regular guidance and training for staff. This helps teachers to plan the right resources and deploy adults so that pupils with SEND learn successfully alongside their classmates.

Pupils behave well in lessons and around the school. There is no low-level disruption. Pupils choose to behave well. This is because staff teach them the attitudes they need to be successful learners and well-rounded citizens. Leaders place a strong emphasis on character development and how to be responsible role models. For example, 'rights respecting ambassadors' model respectful relationships with their peers and with staff.

The school's overarching values of wisdom, compassion, resilience and respect run alongside pupils' personal, social, health and economic education. Pupils learn to be respectful of different faiths and beliefs. Pupils celebrate their own culture and learn about a wide range of different cultures through the curriculum. Pupils have an age-appropriate understanding of healthy relationships. Leaders ensure that pupils have a secure understanding about how to look after their physical and mental well-being. Pupils know how to keep themselves safe, especially when online.

Governors are clear about the school's vision for pupils and the curriculum that the school delivers. They have a secure understanding of their statutory duties. Governors know what the school is doing well and what it needs to further improve. They know that a higher proportion of pupils need to meet age-related expectations at the end of key stages 1 and 2. They closely monitor the impact on pupils of the recent curriculum changes.

Staff are proud to work in this small school. Most teachers have multiple responsibilities that they carry out with great enthusiasm. Staff work extremely well as a team. They feel supported, respected and valued by school leaders. Teachers appreciate the way that leaders are mindful of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding throughout the school. Training is thorough and ongoing. This helps staff to understand how to identify pupils who need early help or who are at risk. Staff report concerns without hesitation. Safeguarding information is shared quickly and recorded clearly. If serious concerns arise, leaders promptly contact the relevant services.

The designated safeguarding lead works closely with families to make sure that they get the help that they need. Staff teach pupils how to stay safe. All pupils know they can talk to an adult, and know they will be listened to if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, teachers do not adapt learning well enough to meet the needs of all pupils. As a result, some pupils are not building their knowledge as securely or deeply as they could. Leaders should ensure that teachers have the knowledge they need to successfully adapt their teaching in all subjects so that pupils can achieve well from their different starting points.

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	125974
Local authority	West Sussex
Inspection number	10268912
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair of governing body	Father Ian Forrester
Headteacher	Jacqui Dommett
Website	www.boxgrove.w-sussex.sch.uk
Date of previous inspection	31 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school uses one unregistered alternative provision.
- The school is part of the Diocese of Chichester. The religious character of the school was last inspected in November 2019. The next inspection of this kind will take place within eight years of this date.

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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and the extended leadership team, including leaders responsible for SEND, pastoral development and safeguarding.
- Inspectors carried out deep dives in: reading, mathematics, science and physical education. For each deep dive, inspectors met with subject leaders, looked at

curriculum plans, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors observed pupils reading, visited phonics sessions and spoke to older pupils about their reading opportunities in school.
- A wide variety of school documents, including the school improvement plan, were reviewed by inspectors.
- Inspectors held discussions with governors and met with a representative from the local authority.
- Inspectors took account of parents' responses to the online survey, Ofsted Parent View, and parents' free-text responses. They also considered the responses to Ofsted's staff survey.
- To inspect safeguarding, inspectors considered the school's relevant policies, scrutinised the single central record and checked the school's procedures for the safer recruitment of staff. Inspectors spoke with safeguarding leads, pupils and staff and sampled safeguarding records.

Inspection team

Luisa Gould, lead inspector

Ofsted Inspector

Vickie Farrow

Ofsted Inspector

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