

Inspection of West Chiltington Community Primary School

East Street, West Chiltington, Pulborough, West Sussex RH20 2JY

Inspection dates:	14 and 15 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are proud of their school with its motto of 'be kind, work hard, have fun'. They know that these aims are kept at the forefront of the school's work. Pupils thrive here. They develop well into confident, articulate young people with a thirst for learning. Pupils listen well in lessons and in conversations. They enjoy discussing their ideas with each other and with their teachers.

The school is ambitious for all pupils to learn the knowledge and skills they need to be successful. Generally, pupils achieve well. Children in the early years get off to a great start in school. They benefit from a well-resourced and thoughtfully considered environment that sparks their imagination.

Pupils feel safe. They trust adults to help them with their worries or concerns. Pupils learn how to keep themselves safe, including when online. They know exactly what constitutes acceptable online behaviour and what does not.

Pupils benefit from well-considered opportunities to enrich their learning. For example, visits to places of worship, such as a Hindu temple and the local church, introduce pupils to different religions represented in modern Britain. Furthermore, visits to museums and galleries enhance pupils' understanding in subjects such as history and art.

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

The school has an ambitious curriculum. For all subjects, it identifies the important knowledge that pupils must learn and the order in which they need to learn it. Teachers know exactly what knowledge to check that pupils know to be ready for their next steps. The school has adapted the curriculum appropriately so that pupils with special educational needs and/or disabilities (SEND) can access learning alongside their peers. Careful identification of additional needs ensures that pupils with SEND experience a highly inclusive environment. This enables them to learn well.

Generally, the curriculum is delivered well. Mostly, pupils complete work that enables them to develop and deepen their understanding securely. For example, in art and design, pupils have a wide range of opportunities to learn and apply a broad range of techniques with confidence and finesse. However, on occasion, teachers do not use strategies and resources that enable pupils to achieve as well as they could. For example, in mathematics, pupils do not always have sufficient, appropriate opportunities to explore mathematical concepts and ideas.

In some subjects, including reading, most pupils achieve very well. More-established subject leadership ensures that the curriculum is implemented effectively. However, in a few subjects, subject leadership is at an earlier stage of development. Some subject leaders have not had the opportunity to check how well pupils are learning in their subjects. In addition, they have not been able to support teachers to deliver the curriculum in the most effective manner.

The school prioritises reading. Children learn to read right from the start of Reception using a well-structured programme. Pupils who need extra support with reading receive carefully targeted interventions. This helps them to practise reading and catch up quickly. The school wants all pupils to love reading and appreciate literature. Pupils willingly share their well-thought-through ideas and preferences about different authors' writing styles and techniques.

Pupils behave well. Lessons are calm and orderly. Children in the early years learn how to organise themselves and how to follow routines consistently. The school values provide pupils with a toolkit of acceptable learning behaviours. Pupils demonstrate these with increasingly high levels of competence. Most pupils attend school regularly and on time. However, a few pupils do not attend school as well as they should. The school is taking appropriate action to improve attendance for these pupils. This is beginning to have the desired positive effect.

The school is determined to prepare pupils well for life in modern Britain. The recently revised curriculum for personal, social, health and economic education has understanding diversity and inclusion at its heart. Pupils also enjoy opportunities to develop as responsible and active citizens. They willingly propose ideas to improve their school. Most recently, this has led to the formation of an eco-council and the introduction of a 'pollination education station' in the school grounds. The school endeavours to develop pupils' talents and interests through a range of clubs, including cricket, drama and science and technology.

Governors know the school well. They carry out their statutory duties effectively. All adults work closely together to continue to improve the school. Staff feel valued. They enjoy working at the school and appreciate the support they receive to do their jobs well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' knowledge about how to deepen pupils' understanding is stronger in some subjects than it is in others. This means that pupils do not consistently achieve as well as they could. The school needs to strengthen teachers' subject and pedagogical knowledge so that they can ensure that pupils know and remember more across the whole curriculum.
- Subject leadership in some subjects is at an early stage of development. Leaders do not have a sufficiently clear understanding of the strengths and weaknesses in their subjects and in what they need to do to support staff to implement the curriculum more effectively. The school should ensure that subject leadership across the whole curriculum improves.

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 special educational needs and/or disabilities (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	125859
Local authority	West Sussex
Inspection number	10341604
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair of governing body	Julian Hoad
Headteacher	Helen Drummond
Website	www.westchiltschool.com
Dates of previous inspection	1 and 2 October 2019, under section 8 of the Education Act 2005

Information about this school

- This is a smaller-than-average primary school.
- The school currently does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a 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.

- During the inspection, the inspectors met with the headteacher and senior leaders. The lead inspector also met with representatives from the governing body, including the chair of governors, and had a telephone conversation with an officer from the local authority.
- The inspectors carried out deep dives in: reading, mathematics, art and design and physical education. 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 considered the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the 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.
- Inspectors considered the views of parents and carers through their responses to the online survey for parents, Ofsted Parent View. Inspectors gathered the views of pupils and staff through the online staff and pupil surveys, as well as in-person interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Sue Keeling, lead inspector

His Majesty's Inspector

Catherine Cottingham

Ofsted Inspector

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