

# All Saints and St Richard's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	114554
<b>Local Authority</b>	East Sussex
<b>Inspection number</b>	378888
<b>Inspection dates</b>	15–16 November 2011
<b>Reporting inspector</b>	Andrew Saunders

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	61
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Emma Gower
<b>Headteacher</b>	Caroline Harvey
<b>Date of previous school inspection</b>	10 October 2008
<b>School address</b>	School Hill Old Heathfield Heathfield TN21 9AE
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 10 lessons taught by four teachers, and held meetings with senior leaders, groups of pupils, staff and members of the governing body. They also spoke informally with parents and carers, as well as with pupils. Inspectors looked at pupils' work, the school's systems to track pupils' progress and identify their needs, school policies and procedures, and records of the school's self-evaluation. Minutes from meetings and the school improvement plans were reviewed and inspectors considered the responses of parents and carers in the 43 questionnaires returned, as well as responses from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of strategies implemented by the school to raise pupils' attainment, particularly in reading and mathematics at Key Stage 1, and in mathematics at Key Stage 2.
- The team investigated whether pupils make better than expected progress, particularly in mathematics, and for those with special educational needs and/or disabilities.
- The effectiveness of assessment to ensure teaching is sufficiently focused on meeting the needs of pupils within mixed-age classes.
- Whether the Early Years Foundation Stage is as good as the school suggests.
- How well leadership is distributed so that staff share the vision for bringing about good outcomes for pupils.

## Information about the school

Located in a rural setting, this school is smaller than average and caters for pupils from a wide area around the village of Old Heathfield. Almost all pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils with special educational needs and/or disabilities is above average; these pupils include those with moderate learning difficulties, with autistic spectrum disorder, or with behavioural, emotional and social difficulties. The Early Years Foundation Stage comprises a Reception class. Other year groups are taught in mixed-age classes. The school has achieved the Healthy Schools award at Silver level. A toddler group meets in the school hall; this is run by the local children's centre and is subject to a separate inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Since the previous inspection, the headteacher has ensured that improvements have continued so that this is now a good school. Her accurate view of the key issues that need to be tackled means that strategies have been carefully considered and consistently implemented. Teaching is now good, pupils make good progress, and the care, guidance and support for pupils are exceptional.

- The pupils thoroughly enjoy being at school because they say that teachers make learning fun. They are proud to be part of the school community, make an excellent contribution and their attendance is above average.
- Strategies to raise attainment have been successful, particularly in English. Strategies to improve attainment in mathematics are more recent and are beginning to bear fruit. In the most recent national tests, attainment rose and was above average overall.
- In almost all lessons, pupils make good progress because robust systems are used to provide teachers with a clear view of pupils' needs and tasks are usually appropriate to meet these needs. Occasionally, in mathematics, some tasks and explanations are not as well focused for different year groups within the class.
- Targets are set for pupils in all subjects, although they are more established and effective in English than mathematics.
- The above average attainment and good progress mean that the achievement of pupils is good.
- The headteacher's passion for developing the full potential of every child means there is a strong focus on the personal development of each individual.
- Pupils thrive on the excellent opportunities to contribute to the school through a range of responsibilities, helping to make the school such a positive place to be.
- Their understanding of the beliefs and lifestyles of those who may be different to themselves within the United Kingdom is not yet well developed, because they have few opportunities to interact with such pupils.
- The behaviour of most pupils is usually good. A very few pupils with behavioural, emotional and social difficulties benefit from the outstanding support of the 'Thrive' group, to help them improve the choices they make.
- At times, the behaviour of some of these pupils is extremely challenging; the school works admirably to keep them safe and ensure that any disruption to learning for other pupils is minimised.
- The care, guidance and support for pupils are strengths of the school and are characterised by the strong relationships between adults and pupils. The headteacher leads the way by her readiness to listen to pupils, parents and

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- carers, and staff; as a result, pupils show consideration for one another.
- A parent acknowledged this strength when they wrote, 'When there's something I'm worried about, they listen, think really carefully about it and then come up with a really proactive and useful solution.'
  - Adults in the Early Years Foundation Stage help children to settle quickly; parents and carers were very positive about how much their children were enjoying their start at school. Children make good progress because there is a good mix of learning opportunities available to them and because adults are skilled at nurturing their curiosity and development.
  - Many parents and carers made highly positive comments about the school, particularly noting the approachability of all the staff and the focus on developing each pupil. In the words of one parent, 'The children always come first and they are made to feel valued and important.'

The improvements in the provision of teaching, the curriculum and the pastoral care for pupils mean outcomes for pupils have improved and there is a robust strategic plan to ensure this trend continues. The governing body demonstrates good confidence in holding the school to account. Together, these factors mean that the school has good capacity to sustain and bring about further improvements.

**What does the school need to do to improve further?**

- Further raise attainment in mathematics by:
  - ensuring all teaching of mathematics is closely tailored to the needs of groups of pupils
  - using targets more regularly to help pupils identify what they need to do to consolidate their progress.
- Develop opportunities for pupils to interact with other pupils who may be different to themselves, within the context of a multicultural United Kingdom.

**Outcomes for individuals and groups of pupils****2**

When they join the school, children have a broad range of skills and knowledge, which are often below those expected for their age, particularly in reading and writing. By the end of Year 6, pupils have made good progress in their learning, most notably in their writing, where three quarters of pupils reached the highest levels in the most recent national tests. Some of these pupils made outstanding progress to achieve this. Progress in reading is good because of successful strategies introduced. Progress in mathematics has increased and it is now good for most pupils. Pupils say they enjoy the work they are given to do because it is challenging and, in the best lessons, they get a choice about what they do. Year 5 and 6 pupils developed great confidence in speaking and listening because of a well-planned lesson debating about a proposed tea plantation. Opportunities to review their personal targets for the session helped them make good progress. Well-prepared resources help pupils to develop their independence. For example, Year 3 and 4 pupils were able to work well in a mathematics lesson because the 'Top Tips' and 'Challenge' cards on their tables

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gave them strategies that they could use in their independent work. However, this is not always the case, and occasionally the teaching of mathematics is not as well focused on the needs of different groups of pupils in mixed-age classes. The use of targets to help pupils know what they need to do next is highly effective in English particularly. However, in mathematics, these targets are not always reviewed as frequently and are thus not as effective. Pupils with special educational needs and/or disabilities are supported by well-trained adults, who ensure that pupils, are able to access the curriculum and make good progress. In particular, those with behavioural, emotional and social difficulties are supported exceptionally well; following any incidents, they are helped to manage their feelings and, as quickly as possible, continue learning.

Pupils said they feel very safe, because adults care for them so well, and that there is always someone they can talk to if they are worried. They acknowledge that a few pupils find it very difficult to behave as well as the other pupils, but they are extremely understanding of this and do what they can to help each other to behave well. They know what they can do to stay safe outside of school, for example when using the internet. The wide range of responsibilities they can take on include table monitors, school journalists, clerical assistants and class photographer. These are advertised as real jobs, with a thorough application and interview process. Consequently, they take these roles seriously. The school council is active and it has helped to bring about improvements in the school. For example, pupils said they want to do more learning outdoors and the school has responded to this request. Pupils have also asked for more opportunities to take part in competitive sport. This demonstrates their good knowledge about staying healthy and helped the school achieve the Healthy Schools award. Pupils play a very significant role in the local community, for example providing a 'country tea' for the older residents of the village. As a parent said, 'The school promotes the well-being of all pupils and is excellent at engaging the children and inspiring them to reach their individual potential.' Pupils are keen to help those less fortunate than themselves, and raise money to support a pupil in a school in Uganda. When pupils from this linked school visited the United Kingdom, pupils greatly enjoyed singing with them and sharing their learning. However, pupils are not as well informed about the lives of pupils within the United Kingdom who may be different to themselves.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Well-developed systems to collect and analyse information about how well pupils are doing are in place. These systems enable teachers to have an accurate view of the needs of each individual and inform the targets given to pupils. Where these are regularly reviewed and used to focus learning during lessons, they are particularly effective, for example in almost all English lessons. However, less frequent review means that they have less effect in some mathematics lessons. Teachers give pupils good opportunities to review how well they are making progress towards achieving the 'steps to success'; occasionally, there are too many of these steps for those who find learning more difficult. The curriculum has been reviewed and follows a thematic approach across the school. There is a strong emphasis on using real-world examples and visits, such as the whole-school trip to the aquarium. As a result, pupils drew on their experience and wrote enthusiastically about what they saw. The school works hard to provide wider experiences such as the many sports tournaments they participate in, and the opportunity to learn to play the double bass. These opportunities happen because of the strong partnerships the school has developed to overcome the constraints of being a small school.

Each pupil is known as an individual and their development given the highest priority. Many parents and carers commented how much they appreciate and value this facet. Consequently, pupils thrive and develop the confidence they need to move on to the next stage of their learning. Many opportunities to participate in events at the secondary school mean that pupils face transition there with poise. There are many ways in which pupils can raise any concerns and these will be picked up and responded to. The school is highly effective in supporting pupils who face particular difficulties in their lives. The result of the school's sensitive management of difficult behaviour is that other pupils are similarly sensitive to these few pupils' needs and difficulties.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where</b>	<b>2</b>

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<b>relevant, through partnerships</b>	
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, with the support of senior teachers, continues to refine the systems to gather and evaluate accurate information about the work of the school, and identify the best ways to raise attainment further. There is a relentless determination to seek out the best strategies and a strong sense of partnership among the staff who increasingly share good practice through observing each other's teaching. The school identifies and tackles any discrimination; this is evident in the way the curriculum is adapted to ensure all pupils can access the topics and learning, and engages boys and girls, for example. Safeguarding is good; all statutory requirements were met at the time of the inspection and the school actively seeks out ways to ensure these procedures follow best practice. Parents and carers receive timely and appropriate information about how well their children are doing, although a very few would like more information. Many parents and carers indicated that they appreciate that they can readily make an appointment to see a teacher or the headteacher if they have queries or concerns. The school makes a satisfactory contribution to community cohesion; while this is strong locally, links with different communities within the United Kingdom are less well developed.

Governance is good; the governing body ensures it fulfils its statutory duties. Governors show confidence in challenging the school, for example about the progress of groups of pupils, and provide considerable practical support. They are well informed because of their focused visits to the school and links with staff and pupils, for example by attending school council meetings. They have worked with the local children's centre to set up a toddler group within the school's premises to support the needs within the local community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>

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**The effectiveness with which the school deploys resources to achieve value for money**

**2**

## Early Years Foundation Stage

The Early Years Foundation Stage provides an engaging and highly nurturing environment. It is well resourced and children enjoy making the most of the well-organised spaces available, particularly outdoors. Most children join the Reception class with skills and knowledge, which are below those expected for their age, although there is wide variation in this. Children make an excellent start to their learning because of the well-established routines and calm approach by knowledgeable staff. Good progress is evident because of the rich learning opportunities, both those children choose for themselves and those the adults provide. Occasionally, there are missed opportunities to use children’s play to give a purpose for writing activities. Parents and carers commented that their children loved being at the school and were bored during the weekend, looking forward to Monday morning. Leadership and management of the Early Years Foundation Stage are good. Leaders ensure there is a clear focus on helping children to make good progress, promoting their welfare and ensuring that partnerships with parents and carers, and safeguarding procedures, are good.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was double the average response rate. Most parents and carers expressed positive views about all aspects and many included positive comments. A very small minority of parents and carers did not agree that their child makes enough progress at the school. During the inspection, inspectors found that good teaching, an engaging curriculum and well-focused tasks mean that pupils make good progress in lessons. A very few parents and carers indicated concerns about how effectively bullying is tackled. Inspectors reviewed the school’s policies and procedures, and spoke to pupils about this issue, and found that the school has good systems to prevent, identify and tackle any incidents whenever they are made aware. The exceptional care, guidance and support for pupils means that pupils themselves feel any incidents are dealt with effectively. Other parents’ and carers’ comments confirmed this view.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at All Saints and St Richard’s CofE Primary school to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 61 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	74	5	12	4	9	0	0
The school keeps my child safe	35	81	6	14	2	5	0	0
The school informs me about my child’s progress	31	72	7	16	3	7	2	5
My child is making enough progress at this school	30	70	5	12	5	12	2	5
The teaching is good at this school	27	63	9	21	5	12	0	0
The school helps me to support my child’s learning	28	65	10	23	5	12	0	0
The school helps my child to have a healthy lifestyle	28	65	15	35	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	65	12	28	3	7	0	0
The school meets my child’s particular needs	31	72	7	16	5	12	0	0
The school deals effectively with unacceptable behaviour	19	44	19	44	3	7	2	5
The school takes account of my suggestions and concerns	22	51	16	37	5	12	0	0
The school is led and managed effectively	28	65	8	19	5	12	0	0
Overall, I am happy with my child’s experience at this school	31	72	7	16	1	2	2	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**

17 November 2011

Dear Pupils



**Inspection of All Saints and St Richard's CofE Primary School, Heathfield TN21 9AE**

Thank you for the welcome you gave us when we were visiting your school. We thoroughly enjoyed seeing the work you were doing and hearing about what you think of your school. As well as the lessons we came into, we looked at many things in your school and have judged that it is a good school. These are some of the things we found were strengths of the school.

- All the adults know each one of you very well and make a great effort to ensure you can learn and develop to the best of your ability. As a result, you told us you feel well cared for and safe.
- The headteacher has made sure that teaching has improved and is now good. This is because the teachers carefully track how well you are doing and usually give you tasks to do that provide the right level of challenge.
- This means that you make good progress through the school, so that you reach above average levels by the end of Year 6, particularly in your reading and writing. We were very impressed by some of the super writing you have done.
- You get lots of opportunities to take on responsibilities, for example by applying for jobs you can do around the school, such as play leaders or reading buddies.
- We were impressed with the way you behave so well, even when a very few pupils find this more difficult. You showed great understanding of how others might be feeling.

Even though it does many things well, the headteacher and staff are determined to keep improving the school. We have asked the school to do the following things.

- Make sure that teachers use the targets you get in mathematics more regularly, to help you make even more progress.
- Give you opportunities to interact with pupils from different backgrounds within our country.

Above all, all of you should continue to enjoy being a positive part of your school and learning so well. We wish you every success for the future.

Yours sincerely

Andrew Saunders  
Lead inspector

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