

East Hoathly Church of England Primary School

Church Marks Lane, East Hoathly, Lewes, BN8 6EQ

Inspection dates

19–20 March 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement has improved significantly. This is because pupils' progress in reading, writing and mathematics has accelerated rapidly throughout the school.
- The quality of teaching has rapidly improved. Pupils are given work they find challenging but enjoyable.
- Pupils have extremely positive attitudes towards learning and each other. Their behaviour is excellent and they confidently contribute to the school's improvement.
- The executive headteacher and head of school have relentlessly driven the improvements in achievement and teaching. They have put in place exemplary procedures for checking the progress of pupils and how well they are taught.
- The governing body keeps careful track of the school's performance and holds leaders and managers to account for their actions.

It is not yet an outstanding school because

- Some more able pupils are not given work that will stretch them enough.
- Middle managers are not fully involved in the formal monitoring of the quality of teaching.

Information about this inspection

- Inspectors visited parts of 10 lessons and observed five teachers. Nine lesson observations were undertaken jointly with the executive headteacher and head of school.
- Inspectors met with groups of pupils to discuss their learning. Informal discussions with other pupils took place during break times, and during lessons. Pupils were heard read and their work was scrutinised.
- Meetings were held with senior leaders, middle leaders, four members of the governing body and the local authority senior adviser.
- Inspectors took account of the 12 responses to the online parent questionnaire (Parent View), the school’s own parental survey, and informal discussions at the end of the first day of the inspection and after assembly on day two.
- School assessment data, self-evaluation and monitoring information, procedures for teachers’ performance management, and the school’s plans for improvement were scrutinised.
- Inspectors scrutinised the policies and procedures for the safeguarding of pupils.

Inspection team

John Seal, Lead inspector

Her Majesty’s Inspector

Diana Choulerton

Her Majesty’s Inspector

Juliet Ward

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This is a smaller-than-average primary school.
- Most of the pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium, which provides additional funding in this school for children in local authority care and pupils known to be eligible for free school meals, is below average; there are no children of military services personnel.
- The school is working in partnership with St John's Mead Church of England Primary School. The secondment of the executive headteacher from the partner school was arranged by the local authority. In addition, the head of school, who is the deputy headteacher from another local primary school, was also seconded. The governors have agreed with the local authority that these secondments should continue for a further year.
- The executive headteacher has recently been supporting another local primary school at the request of the local authority.
- A privately-run pre-school uses a room at the school each day. This was not part of this inspection.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- When East Hoathly Church of England Primary School was inspected in November 2012, it was judged to require special measures. Subsequently, the school received three monitoring inspections.

What does the school need to do to improve further?

- Ensure that teachers set work for all the more able pupils that is consistently challenging and provides them with opportunities to develop their own ideas and complete work to the highest standard possible.
- Involve all middle leaders in the formal monitoring of the quality of teaching by providing teachers and teaching assistants with formal feedback from lesson observations.

Inspection judgements

The achievement of pupils is good

- The skills and abilities of the children who start Reception are typical for their age. Children make good progress and are very well prepared for Year 1 because their levels of understanding and abilities are above those expected for their age. One child, for example, was observed during the inspection working alongside Year 1 pupils during a writing lesson.
- The progress of pupils in Key Stage 1 has accelerated over the last two years. They have made up the lost learning that was seen during the last full inspection in 2012. The progress in mathematics has increased noticeably and there is a much higher proportion of pupils that are achieving the higher levels of attainment in reading, writing and mathematics. Pupils are able to use a wide variety of letters and sounds (phonics) without support from their teachers. The standard of pupils' writing seen in their books is above average.
- The levels of attainment at the end of Key Stage 2 have increased significantly since the school was put into special measures. Standards in reading, writing and mathematics are now above average. The most able pupils are working at the highest levels in Key Stage 2. Confident examples of algebra were seen in pupils' books. Most pupils read fluently and with enjoyment.
- Disabled pupils and those who have special educational needs match the rates of progress seen in the rest of the school. They are well supported by senior leaders and the special educational needs coordinator. Highly effective support is provided by the very well trained teaching assistants and work in lessons is well planned for their needs by teachers.
- The progress of pupils who are eligible for the pupil premium has increased to the point where their achievement is the same as that of their peers. The school has used the funding well to ensure additional classroom support and appropriate resources are targeted to the right pupils. The progress made by pupils who are known to be eligible for free school meals is good.
- Pupils' achievement in sport is improving as a result of the sports funding. An additional, part-time, specialist teacher provides a good quality of physical education activities. The numbers of pupils participating in the additional sports activities are increasing noticeably.

The quality of teaching is good

- Teaching has been transformed since the last inspection. It is not yet outstanding because there are a few occasions when some teachers hinder a small number of the more able pupils from making as much progress as they can because the work provided does not allow them to extend their skills or knowledge.
- Teachers use the information about pupils' learning well to make sure that the work they set provides challenge and interest. The training and support from the senior leaders, partner school and local authority advisers have ensured that teachers provide pupils with activities that absorb them and increase their progress over time.
- A strength of the teaching is how pupils are able to improve their skills and knowledge without being over reliant on adults. Some pupils, for example, were checking their own work with confidence and accurately deciding whether or not they had achieved the goal set by themselves and the teacher.
- Teachers' helpful and timely written feedback in pupils' books provides pupils with time to reply, think about their next steps, and work on any corrections.
- The younger children in Reception are supported well in learning how to think about their work. Children's social, language and mathematical skills develop well in the well-planned games and role-play activities. The indoor and outdoor learning environments have been developed with care and attention, providing children with a wide range of interesting and stimulating resources. For example, in a lesson about letters and sounds, children were writing 'air' words confidently in sand trays and on computer tablets.
- Pupils in Years 5 and 6 were observed developing their mathematical skills very well in a lesson

on probability. More able pupils, particularly, were learning about ratios. In addition, some most able pupils from Year 4 were observed in this lesson being appropriately challenged by working alongside the older pupils.

The behaviour and safety of pupils are outstanding

- Senior leaders have developed the attractive outdoor setting of the school thoughtfully and creatively to promote pupils' enjoyment and interest in learning. Pupils' very positive attitudes to learning can be seen in how deeply pupils become absorbed in their work. The younger children often show a maturity far in advance of their years.
- Their attendance is very good and the number of pupils arriving late has reduced significantly to be almost non-existent.
- A significant strength is the ability of very many pupils to be able to think about others in a very caring way. Pupils told inspectors that they were very happy at the school. Relationships are very strong, the work of the trained pupil 'peer mentors' resolves the very small number of conflicts and encourages pupils take responsibility for their behaviour.
- Pupils take pride in their school. The school council contributes to the improvement of the school including the school vision, words of the school 'values' song and learning charter.
- Pupils respond well to instructions from adults. Their excellent behaviour is not reliant on being strictly supervised by adults.
- The school's work to keep pupils safe and secure is outstanding. Bullying is almost non-existent and the procedures for tackling it are very strong.
- The systems and procedures for safeguarding children are robust and regularly checked by senior leaders and governors. All staff have been appropriately trained, meeting the current government requirements.
- Parents who responded to the online survey, Parent View, and those who spoke to inspectors agreed that behaviour and safety are outstanding.

The leadership and management are good

- The executive headteacher and head of school have provided excellent leadership, securing notable rapid improvements made since the inspection in November 2012. Staff work with a common purpose to make sure pupils receive a high quality of teaching. In turn, the progress of pupils in all year groups has increased, often at a faster rate than the national average.
- The head of school takes an exemplary and forensic approach to analysing a range of information about pupils' performance. This is used well by teachers, who adjust their planning and teaching to provide pupils with the right type of work and support.
- The executive headteacher skilfully ensures that partnerships with other local schools, including the partner school, provide a wealth of additional experience and prevent the school from becoming isolated. As the school has grown in strength and experience, it has become more outward looking, providing support for other schools.
- Middle leaders are energetic, passionate and highly capable. They clearly demonstrate a good knowledge of what the school does well and what is needed to improve it. Their responsibilities for checking the quality of teaching are developing well; but, although they visit lessons and provide teachers with feedback and training, not all of them contribute to the formal observation processes.
- Pupils are provided with a wide range of well-planned and organised opportunities and events to learn about different subjects and topics, closely meeting their needs. The school plans curriculum days or weeks which are led by subject leaders, for example science days. Additional subjects include instrumental music and Spanish.
- Senior leaders have been highly effective in promoting an atmosphere that encourages pupils to treat each other with courtesy and friendliness. All members of the school community are

treated equally, and in the rare event discrimination occurs it is tackled promptly.

- The local authority has provided appropriate support through regular visits from advisory staff. This has enabled them to check on the school's progress throughout the time the school has been in special measures. Although these visits are found helpful by senior leaders, inspectors note that the focus on pupil achievement has not always been followed up rigorously enough.

■ **The governance of the school:**

- Governance has significantly improved since the last full inspection. It is well led by the Chair of the Governing Body who has expertise and experience in school improvement work.
- There is a determination and ambition to make sure that the school continues to improve. This can be seen in the way senior leaders are effectively held to account during meetings. For example, their effective use and understanding of data to analyse how the school uses pupil premium funding and additional support for pupils with special educational needs are questioned closely. The governing body has a clear understanding of its responsibilities and is fully aware of what the school needs to do to further improve through their regular checking of the school's plans for improvement.
- Governors regularly visit lessons and meet subject managers in order to understand the work of the school.
- Governors spoke knowledgeably to inspectors about performance management. It is well organised and the priorities around pupil achievement and quality of teaching are regularly reviewed through a rigorous scrutiny of information about pupils' achievement. As a result, any underperformance is swiftly dealt with.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	114501
Local authority	East Sussex
Inspection number	401444

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Ms Mandy Watson
Headteacher	Mrs Alison Flynn, Executive Headteacher
Date of previous school inspection	7–8 November 2012
Telephone number	01825 841055
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