

# All Saints' and St Richard's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	114554
<b>Local Authority</b>	East Sussex
<b>Inspection number</b>	326037
<b>Inspection date</b>	10 October 2008
<b>Reporting inspector</b>	Joan Lindsay

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 on roll</b>	
School (total)	119
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Margaret Colman
<b>Headteacher</b>	Caroline Harvey
<b>Date of previous school inspection</b>	19 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	School Hill Old Heathfield Heathfield TN21 9AE
<b>Telephone number</b>	01435 863466
<b>Fax number</b>	01435 862026

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<b>Age group</b>	4–11
<b>Inspection date</b>	10 October 2008
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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues.

What is being done to improve pupils' achievement and standards, especially in Years 3 to 6.

How consistently teachers use tracking and assessment data to plan to meet the needs of all pupils, and how differences in the performance of girls and boys are being reduced.

What impact leaders and managers have on achievement and standards.

Evidence was gathered from analysis of the school's data on current standards and the progress of pupils, and from the school's self-evaluation, looking at pupils' work and the observation of lessons. Discussions with the headteacher and other leaders and managers took place, as well as with the chair of governors and with pupils. The parent questionnaires were also analysed. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

This is a relatively small village school providing Early Years Foundation Stage (EYFS) education in the Reception class. All the pupils are White British and very few claim free school meals. Fewer than average have learning difficulties overall but more than average have a statement of educational needs. The main learning difficulties are autism, behavioural, emotional and social needs, and speech, language and communication needs. The school has some national awards reflecting its commitment to promoting healthy lifestyles. There have been recent changes to the senior management team. The current headteacher has been in post for a year.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. There are some good features, particularly in the way it develops partnerships with others, such as parents, who are very supportive practically and financially, and with other schools. This has a positive impact on pupils' personal development and well-being, which is good. Pupils are well cared for and so they really enjoy coming to school and feel safe in the knowledge that adults will resolve their problems. This is reflected in their good attendance. The new headteacher has quickly grasped the issues for the school. She has provided strong leadership and has introduced initiatives sensitively so that staff have a new enthusiasm and vigour.

When they start, most children are achieving what would be expected of them. They make good progress in all areas of learning and so move into Year 1 at levels above those expected. Results at the end of Year 2 show that pupils generally achieve above the national average although with small numbers of pupils in each year group this can fluctuate. For example, the current standards have declined, especially in writing, partly but not entirely as a result of more pupils having learning difficulties in that group. By the end of Year 6, in 2007, pupils reach standards that are average, as fewer than expected reach the higher levels. Pupils' progress through the school is satisfactory rather than good, as it has been hampered by inconsistencies in the quality of teaching and by teachers not using assessment information effectively to support and challenge pupils. However, staff changes, better use of this information and more rigorous monitoring and support have now led to teaching being consistently satisfactory. There are good elements, such as the pace of some lessons and the different strategies used to help pupils enjoy their learning. This is beginning to have an impact on raising standards. However, not enough pupils are consistently gaining the higher levels in all subjects, indicating more able pupils are not achieving as well as they could. In addition, writing continues to be a relatively weak area throughout the school. Where pupils have learning difficulties, the well targeted support they receive means that they make relatively good progress.

The curriculum is satisfactory. Pupils have the chance to understand and speak German, and participate in a range of after-school clubs and residential visits. However, there is still scope to make the curriculum more creative and to be more skills based to meet the needs of mixed age, mixed ability classes. In addition, the curriculum is not yet tackling the trend for girls to underperform boys in Years 3 to 6 and does not have a consistent approach to opportunities to extend writing in other subjects.

The school ensures that all safeguarding requirements are met. Pupils are very well looked after in school and there is a strong sense of family. Older ones look out for younger ones such as when using the 'trim-trail'. One parent stated that 'It is not just the place they go to school, it is a part of them.' Pupils generally behave well although a few parents and pupils voiced concern about disruptive behaviour, as a very small number of pupils find it difficult to behave well. This was seen to be dealt with effectively during the inspection and the positive approach to improving behaviour is having an impact. Pupils feel very safe in school and understand how to live healthy lives. With satisfactory key skills in literacy, numeracy and information and communication technology (ICT), they are adequately prepared for the next stage in their education. The school's approach to promoting community cohesion is sound, as pupils are well involved in the local community, but they do not have a well developed understanding of different cultures in Britain.

Academic support and guidance are less well developed. Teachers are now armed with more effective tools to spot underachievement. However, this needs more time to have a significant impact, especially in relation to the underperformance of girls in Years 3 to 6, and the higher attainers. Marking and pupils' targets are not yet used consistently across the school to ensure all pupils know what they need to do to improve.

The headteacher provides clear leadership and is held in high regard by staff, pupils and parents. Her recent initiatives to raise standards through improving teaching and the use of information to monitor pupils' progress are beginning to have an impact on standards. However, leadership and management and the capacity to improve are satisfactory rather than good as it is too soon for the senior management team as a whole to have developed a track record of success. Some areas to tackle, such as underachieving girls and enabling higher attaining pupils to make good progress, have not yet been addressed. Subject leaders have improving management skills, but there is scope to develop their leadership skills further to help them diagnose weaknesses. Governors are knowledgeable and very supportive of the school and have kept a watchful eye on its progress, meaning that the pace of improvement is now beginning to speed up.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children settle quickly in the Reception class, gaining confidence from earlier 'taster' visits. They obviously really enjoy school and tackle their tasks, such as making pizza 'faces', with enthusiasm. The provision is good because it is well managed, and there is an appropriate balance of planning between child-selected activities and ones that have more focused teaching. Teaching assistants and other adults help to develop children's learning effectively during activities such as planting bulbs and learning about road safety. When they start, most children are achieving what would be the expected standards overall, although their personal, social and emotional development and their communication for language and literacy skills are relatively weak. Developing linking sounds and letters and writing skills are rightly high priorities in the Reception class. However, occasionally opportunities are missed to immerse children in written language and sounds, such as through more labelling of equipment and emphasising initial letter sounds in their activities.

The newly developed outdoor area gives children the opportunity to become more independent by allowing them to experience 'free-flow' activities. There are plans to develop this area further to provide more high quality resources, as sand and water play is not in place yet. Children are very well cared for with, for example, staff trained in paediatric first aid. Their progress is well recorded and any special needs are recognised early and supported well. The school recognises the need to develop further the transition from Reception to Year 1 so that, for example, the good progress children make continues through linked topics.

### **What the school should do to improve further**

- Raise standards and pupils' rate of achievement in Years 1 to 6, especially in their ability to be confident and skilled writers.
- Ensure teaching is consistently good so that the needs of all pupils are addressed, especially those of higher attainers, and of girls in Years 3 to 6.
- Improve the quality of marking, use of pupils' targets and the systems to check on their progress so pupils have better guidance about how to improve their work.

A small proportion of schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Annex B

### Text from letter to pupils explaining the findings of the inspection

Dear Pupils,

Inspection of All Saints' & St Richard's C of E Primary School, Heathfield, TN21 9AE

Thank you very much for welcoming us into your school. We enjoyed talking to you and your teachers, coming into your lessons and assemblies and having a chat with you about your school. We think your school is satisfactory and has some good things about it.

Here are some of the things we like best about your school.

- You get off to a good start in the Reception classes because of the good teaching and care you receive.
- You really enjoy school, behave well and feel safe there because adults are very caring. You have good attendance levels.
- Your headteacher is good at leading and managing the school.
- The school works well with others, such as your parents and other schools.

This is what we have asked the school to do next.

- Improve your skills in all subjects but especially in writing.
- Ensure that all teaching makes you think and work hard, particularly for those of you who are capable of achieving the highest levels and so that girls do as well as boys in Years 3 to 6.
- To use targets and marking so that you all know what you need to do to make your work even better.

You can help your school by continuing to work hard and behaving well.

Thank you again for a very enjoyable visit to your school and best wishes for your future.

Best wishes,

Joan Lindsay Lead inspector