

Hankham Primary School

Inspection report

Unique reference number	114395
Local authority	East Sussex
Inspection number	378852
Inspection dates	1–2 February 2012
Lead inspector	Sheila Browning

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	137
Appropriate authority	The governing body
Chair	Roy Van der Kieft
Headteacher	Michael Round
Date of previous school inspection	11 November 2008
School address	Hankham Road Hankham Pevensey BN24 5AY
Telephone number	01323 763265
Fax number	01323 763265
Email address	head@hankham.e-sussex.sch.uk

Age group	4–11
Inspection date(s)	1–2 February 2012
Inspection number	378852



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Sheila Browning

Additional inspector

This inspection was carried out with two days' notice. The inspector visited eight lessons, observing all eight teachers in the school. The inspector visited an assembly and a number of other activities including hearing pupils read. In addition, discussions were held with pupils, two governors, the headteacher and staff. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at information about pupils' performance and progress, the school development plan, minutes of the governing body meetings, school policies and curriculum planning. In addition, the 96 questionnaires returned by parents and carers, 72 pupils and 18 staff were analysed.

Information about the school

Hankham is a smaller than average sized primary school in a rural area. Most of the pupils come from outside and beyond the local community. Almost all pupils are from a White British heritage. The proportion of pupils from minority ethnic backgrounds is low. The proportion of pupils known to be eligible for free school meals is average. There is considerably higher mobility than is usual in small primary schools, with several pupils joining or leaving the school every term. All pupils are taught in mixed-age classes. The Early Years Foundation Stage children in the Reception year are taught in a class with some Year 1 pupils. The school meets the government current floor standard. The school has achieved a number of awards. These include Activemark, Artsmark and a Pevensey and Westham Historical Society Junior Award.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Hankham is a good school. The headteacher, who is well supported by his staff, has high expectations and provides good leadership and management. Leaders, including governors, have secured improvements and play a significant role in ensuring pupils' achievement is good. Together they are constantly seeking ways to further improve the school. The school enjoys a strong and supportive relationship with parents and carers.
- Pupils have a rich variety of experiences and as a result, pupils' attainment is above average and rising. Pupils achieve particularly well in reading and mathematics. Pupils' writing skills are not as developed as their mathematical skills, especially for boys and for those pupils who are more able and who are not always sufficiently challenged to write meaningfully. Reception children make a good start to their education. They quickly settle and gain in confidence and attain well in their communication, language, literacy, social and creative skills.
- Pupils enjoy school, especially practical learning tasks, whether making bread, or researching and debating the impact of investments on medicine, space exploration and/or transport. Events such as science week are very popular. Pupils participate in a wide range of sports and extra-curricular clubs.
- Teaching is typically good; the best practitioners are not being used sufficiently well to raise the quality even further. Teachers ensure pupils know what they will be learning and why and relate this well to pupils' targets. Effective use of resources ensures pupils are interested and engaged when learning in the mixed-aged classes.
- Pupils look after each other, help run lunchtime clubs and are proud to be buddies befriending younger ones and listening to them read. Their good behaviour and attitudes reflect the school's positive promotion of pupils' spiritual, moral, social and cultural development.

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

What does the school need to do to improve further?

- By July 2012, raise attainment in writing throughout the school especially for boys and those who are more able by giving pupils more exciting, challenging and enjoyable opportunities to write in a range of subjects.
- Increase the proportion of outstanding teaching by sharing the features of the best practice within the school and work in partnership with pupils, and with other recognised effective practitioners, to share features of high quality teaching.

Achievement of pupils

Children join Reception with skills that are broadly in line with those typical for their age. They make good progress so that by the end of the Early Years Foundation Stage they are working at above age-related expectations in all areas of learning. This is especially so in learning to link sounds and letters, to form letters accurately, to write simple sentences and to show an increasing knowledge of number. Children develop good independent learning skills.

The progress made by all pupils, whatever their background, is good in most subjects. Pupils' performance in English and mathematics, by the time they leave the school, is above average and is higher in mathematics. Pupils' attainment in reading by Year 2 and Year 6 is above average. They read fluently and expressively. This represents good progress from pupils' starting points. The gaps in results between English and mathematics of boys and girls are narrowing quickly. Disabled pupils, those with special educational needs and those pupils whose circumstances might make them vulnerable, generally make better progress than their peers nationally. This is because staff are quick to identify pupils' individual needs and put in place effective interventions and support systems. They help pupils by demonstrating skills precisely and teaching specialist vocabulary.

The school has been partially successful in refocusing its efforts to improve pupils' writing skills and desire to write. Although pupils write regularly, their progress is not as strong as in reading and mathematics. Many pupils told the inspector they enjoyed mathematics, particularly 'Maths Blast,' when they have short, sharp activities to practise mathematical skills. Several said they found writing hard. Inspection evidence confirms the school's evaluation that boys are less keen to write and the more able pupils are capable of doing more. When pupils have opportunities to describe activities that have fully engaged their interest, for example when Year 6 pupils researched and prepared for a debate on national expenditure, they write imaginatively, persuasively and accurately. Pupils across the school talk confidently about their work.

In lessons, pupils gain knowledge and develop understanding well. They listen to each other's views carefully and 'Thought showers' help them to bounce ideas off each other.

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

Year 1 and 2 pupils carefully followed recipes for bread making and linked this to their science knowledge about how materials can change. Pupils in Years 3 and 4 pooled their research on sharks and used technology creatively to produce information leaflets. Having watched a video trailer, pupils discussed how they could write their own interpretations creating fear, tension and suspense. The quality of art work on display indicates pupils' good achievement in this area. Pupils develop their self-confidence and good social skills and this, with their good grasp of communication and mathematical skills, prepares them well for the next stage of education. Parents and carers report they are very pleased with their children's learning and inspection findings confirm that pupils' achievement is good.

Quality of teaching

Parents and carers stated that teaching was good and this mirrors inspection evidence. Teachers and teaching assistants work well together to meet pupils' needs. Typically teaching shows good use of questioning to check pupils' learning. Interactive smart boards are used effectively to engage pupils' interest and make learning more fun and relevant. The marking and the assessment of pupils' work are good, although comments are more helpful in English than in mathematics as to how pupils might improve. Nonetheless, pupils know their improvement targets and understand what they need to do to improve their work. Teachers' good role modelling promotes respectful relationships and develops pupils' spiritual, moral, social and cultural awareness effectively.

The school is aware that a few inconsistencies remain in teaching. For example, in a few lessons, teaching does not challenge the more able pupils, and the pace of learning slows with too much teacher talk and less pupil involvement.

For Reception children, the balance of activities which are child-initiated and those led by adults is appropriate. The school is working hard to make more effective use of the outside learning environment which is not fully utilised. Opportunities for pupils to use their literacy, numeracy and information and communication technology skills across the curriculum are good. Pupils explained how much they enjoyed using laptops in different lessons. They especially enjoy topics such as 'Movement and forces' and special themed weeks. The curriculum is extended by a good range of well-attended music and sports activities, and enhanced by frequent visitors and visits.

Behaviour and safety of pupils

Pupils' consistently good behaviour over time makes a strong contribution to their learning. Typically pupils are polite, attentive and behave sensibly. Their behaviour at lunchtime and in an assembly celebrating the school's 133rd birthday was excellent. Pupils are respectful of one another and understand cultural and religious differences through visits to a nearby synagogue, other places of worship and through their links with a school in Ethiopia and sponsorship of charity work in Eastern Europe. They show a good appreciation of moral issues. Regular pupil surveys and bullying awareness week

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

give good opportunities for pupils to air any concerns they might have about all types of bullying, instances of which inspection evidence shows to be rare. Pupils said, 'This is such a happy friendly school we all know each other and feel safe.' They like gaining 'smilies' and merit awards and especially like golden time.

Pupils enjoy taking on extra responsibilities. Members of the school council recently visited a local waste site with a view to recycling and helping the school to become eco-friendly. Pupils are punctual and attendance is above average. Almost all parents and carers who returned the questionnaire agreed that behaviour was good, and that their children were kept safe. School procedures and systems to ensure pupils are kept safe are secure.

Leadership and management

The strong sense of teamwork fostered by the determined leadership of the headteacher has led to significant improvements in pupils' achievement, particularly in mathematics. The successful involvement in a local authority mathematics programme was described as having 'ensured quality throughout the school'. The broad and balanced curriculum is good. The rigorous timetable of teaching, learning and curriculum monitoring is used effectively to regularly assess and closely monitor the attainment and progress of individuals and groups of pupils. Rightly, leaders are keen to establish a higher proportion of excellent teaching in order to secure pupils' excellent progress. Senior leaders discuss with staff the most effective interventions for those pupils likely to be at risk of underachieving. Professional development and training opportunities for staff, though given high priority, have not as yet secured greater proportions of outstanding teaching or made best use of existing outstanding practice that could be shared.

The school has consolidated, and in some cases improved upon, good provision highlighted in the last inspection, and has successfully tackled weaknesses identified. This is because school self-evaluation is accurate and school development planning and priorities are clear and shared. Governors are more involved strategically than previously and they now challenge school performance and hold leaders to account. This, and leaders' effectiveness in improving the quality of provision over time, and their strong commitment to improving pupils' achievement and well-being, demonstrates a good capacity for further, sustained improvement.

The promotion of equality of opportunity is demonstrated well by the school's success in narrowing gaps in performance between different groups. This is true for disabled pupils and those with special educational needs and for the high numbers who join at other than the normal time for transfer. Although there remains a difference in pupils' performance between mathematics and writing, this is not significant and gaps are narrowing quickly. The good promotion of pupils' spiritual, moral, social and cultural development has ensured there have been no incidents of racist behaviour in recent years and discrimination is not tolerated. Procedures for safeguarding pupils, including vetting staff and training, are robust and effective. Pupils have good opportunities to learn about different cultures and traditions in the United Kingdom and the wider world.

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

The headteacher and staff are very good at listening to, and acting on the views of pupils, parents and carers, As a result, they have increased the information about pupils' progress and what pupils will be learning so as to help parents and carers to support learning at home. The weekly newsletters, website and *Teacher2Parents* text messaging system are popular. Almost all parents and carers who returned inspection questionnaires expressed high levels of satisfaction and were very pleased with their children's experiences in school. One comment typical of many was, 'My child has loved every moment of his years at Hankham.'

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



3 February 2012

Dear Pupils

Inspection of Hankham Primary School, Pevensey BN24 5AY

Thank you for helping me to find out about your school. I enjoyed talking with you and hearing your views. Your school provides you with a good education. These are some of the best things about your school.

- You get a good start to learning in Reception.
- You achieve well in school especially in mathematics and your attainment is above average.
- You enjoy being buddies and school counsellors and are helping the school to become eco-friendly.
- You told me how much you enjoy the topics you study in literacy, numeracy, science, art and history.
- You are taught well and staff work hard to make lessons interesting.
- The school staff have established a strong partnership with your parents and carers.
- You feel safe in school because staff care for you so well.
- Your headteacher, staff and the governing body work well together as a team. They have introduced lots of new ideas to help the school to improve. They have worked particularly well to improve your reading and mathematics.

I want you to make more progress in writing so that it is as good as in mathematics, especially for the boys and those of you who find learning easy. You can help too by putting that extra effort into your writing and by continuing to check your work carefully and asking your teachers what you can do to improve it further. Although much of the teaching across the school is good or better, I would like teachers to share their best ideas so that more of the teaching is outstanding and you make even better progress.

Yours sincerely

Sheila Browning
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**