

Hamsey Community Primary School

Inspection report

Unique Reference Number	114394
Local Authority	East Sussex
Inspection number	357529
Inspection dates	24–25 November 2010
Reporting inspector	David Marshall

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	The governing body
Chair	Derek Bastide
Headteacher	Mike Hirst
Date of previous school inspection	27 March 2008
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Introduction

This inspection was carried out by two additional inspectors. During the inspection, 10 lessons and five teachers were observed. Discussions were held with staff, members of the governing body, parents and carers and pupils. Inspectors observed the school's work and looked at documentation including the school's improvement plan, the tracking of pupils' progress, provision for those pupils identified as having special educational needs and/or disabilities and minutes of governing body meetings. In addition, questionnaires from 57 parents and carers, and others from staff and pupils were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How effectively are the school's strategies for assessment enabling planned modifications in provision to raise attainment in Key Stage 2?
- How successfully are the school's measures enhancing pupils' personal and spiritual, moral, social and cultural development?
- To what extent have the school's monitoring procedures succeeded in improving the quality of teaching in order to raise achievement?
- How effectively are leaders and managers at all levels, including the governing body, enabling the planned improvements?

Information about the school

Hamsey Community Primary School is a very small village school, in a small rural community. There are four classes with mixed age groups, with some year groups having very few children. Most pupils are of White British heritage and come from both rural and urban settings, with many choosing to come to the school from some distance away. A higher than average percentage of pupils join the school other than at the usual time, and a few have experienced alternative educational settings. The proportion of pupils known to be eligible for free school meals is broadly average. A larger than average number of pupils have special educational needs and/or disabilities. These needs include behavioural, emotional and social difficulties. The percentage of pupils with statements of special educational needs is above average. There are very few pupils who speak English as an additional language. Children in the Early Years Foundation Stage are taught in a mixed Year 1/Reception class.

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

Hamsey Community Primary is a good school. It has improved significantly in many aspects since the previous inspection. Its self-evaluation is accurate. The headteacher and the governing body have a good understanding of the school's strengths and, with all staff, they have carefully identified priorities and have systematically tackled them. Consequently, the school has become more popular with parents since the last inspection and the number of pupils on roll has almost doubled. The shared commitment to make the school the best it can be and its strong track record of performance mean it is well placed to build on its strengths and has a good capacity to sustain its improvement. As one parent observed, 'I hope the school will continue to grow from strength to strength, and that adequate provision will be made to cope with its increasing size. Hamsey school has a lovely, welcoming atmosphere and we are lucky to have it on our doorstep.'

When children start school, they immediately begin to make good progress in the Reception class. In the rest of the school, progress, while good overall, varies because of inconsistencies in teaching. In most lessons, teachers provide appropriately challenging activities, move the lesson along at a good pace and have high expectations and clear aims for the learning, which all pupils understand. As a result, progress in these lessons is good. In a very few lessons, the pace drops as pupils are not clear about what they are aiming to achieve or whether they have been successful. Assessment procedures have improved significantly and teachers' use of this information on a day-to-day basis is generally good. However, very occasionally work is not sufficiently challenging. The number of pupils in each year group is small. The many pupils joining in Key Stage 2 often have lower attainment from that of those already in the school. However, effective teaching, through the careful focus on the needs of these incoming pupils, enables all learners to make good progress, and attainment by the end of Year 6 is above average.

The revised curriculum, based on the staff's shared planning, covers all subjects well and is enhanced by a good range of additional activities, visits and visitors. As the pupils testified, there are now many exciting activities that lead to them enjoying their learning.

Pupils' behaviour is excellent and they are enthusiastic and well motivated. There is purposeful collaboration in lessons. The provision for those pupils with special educational needs and/or disabilities is good and leads to them making good progress. Pupils benefit from tailored individual or small-group sessions that successfully help to plug the gaps in their reading and writing skills.

There are strongly conflicting views among the parents and carers. A very large majority hold the school in high regard. They commented on the openness of staff, their children's enjoyment of learning, the way the school welcomes all children and the care shown by all staff. Many parents and carers agreed with the sentiments of one who wrote, 'a lovely, friendly and helpful school'. Inspection evidence supports these views. A very few parents

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and carers have serious misgivings about the school and the way that it deals with allegations of bullying. Despite the efforts of the headteacher and governing body, they feel there are issues still to be resolved and they have concerns for their children. This is an issue that the school agrees it must resolve with real urgency.

What does the school need to do to improve further?

- Use the school's current monitoring systems to make all teaching at least good by September 2011, by focusing on:
 - implementing the plans to extend opportunities for staff to observe the best practice in the school
 - improving the pace of learning in some classes
 - ensuring day-to-day assessment and marking give pupils clear guidance on how to improve during all lessons.
- Make strenuous efforts to resolve the lack of confidence of the few parents who have concerns about how the school deals with bullying and how well their children are supported and cared for.

Outcomes for individuals and groups of pupils

2

Children enter the Early Years Foundation Stage with skills and understanding that vary, but are generally as expected for their age. Throughout the school, most pupils achieve well and enjoy their learning. All groups of pupils, including those with special educational needs and/or disabilities and those who enter the school after the normal starting time, make good progress by the time they leave. Attainment at the end of Year 6 is generally above average and the recent, thorough attention paid to writing in Key Stage 2 has ensured that pupils are now making good progress and achieving well in this discipline.

Most lessons observed were good or better learning experiences. Pupils were very attentive, worked together well and enjoyed activities. In an excellent mathematics lesson for the Years 4/5 class, pupils successfully plotted coordinates well linked to their history topic on Elizabethan explorers. The teacher carefully chose different pupils to respond, and the others all appreciated why. Two good lessons for the Year 6 pupils illustrated their confidence in interactions and relationships. The vibrant school displays are testament to how well pupils achieve in art, and the whole-school singing assembly showed pupils' musical development is good. ♦

Pupils have a well-developed sense of right and wrong. They respect others and socialise very well. Pupils enjoy school and say they feel very safe within it, as they know that adults are very mindful of any concerns. Attendance has improved. The school successfully instils in the pupils a good spiritual, social and moral understanding, which accounts for their excellent behaviour and positive attitudes to school. Pupils acquire a good understanding of healthy living and a good awareness of how to keep themselves and others safe. The school council is active in influencing provision of play equipment and fund-raising events. The peer mediators are proud of their role and know how they can help to resolve problems. Pupils spoke about how the peer mediators had resolved the very few incidents of playground disagreements this year. The good standards reached by pupils in English, mathematics and science, combined with their keen appetite for

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teamwork and ♦ their interest in learning, prepare them well for their transition to the next stage of their education. ♦♦♦♦♦

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching and learning are good. In almost all lessons, there are strong elements that help pupils of all abilities to make good progress, but as the school recognises it could be even better. In the large majority of cases, teachers set out clear objectives and sessions are well managed. Pupils experience a good mix of listening to the teacher, responding to questions and opportunities to discuss their work among themselves. This experience, along with good strategies to manage pupils' behaviour, means that pupils are attentive and display good attitudes to learning. ♦

The curriculum has been very carefully developed since the last inspection to improve pupils' learning by adding extra relevance and enjoyment. There are now many aspects, such as the themed topics and those which focus on pupils' interests, which are effective and fully enjoyed. However, pupils' progress slows occasionally as not all teachers harness this innovative planning to the same degree.

The school has a very strong commitment to caring and support. Every pupil is known and treated as an individual. Vulnerable pupils, often coming in from other schools, are

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extremely well supported and the school works very effectively in partnership with a wide range of agencies to meet their needs. The work of the 'Every Child a Reader' teacher is particularly well organised and very effective in raising both pupils' self-esteem and their basic skills.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides a clear educational direction for the school and works closely with a wide range of other agencies and partners to achieve success and enhance provision. Teamwork has developed well and staff share the headteacher's vision for improvement, and are clearly excited by the changes since the last inspection and the possibilities that their enhanced curriculum offers to pupils.

The staff and members of the governing body have worked hard to develop a corporate understanding of the school's strengths and areas for development based on an accurate diagnosis of its work. Very effective monitoring and self-evaluation have led to improvements in teaching, and the school has plans to share best practice to continue to tackle the few remaining inconsistencies in quality. The governing body is fully involved in developing these strategies and members bring a wide range of skills to bear as they challenge decisions and request explanations where they judge this to be necessary.

The school is successful in its efforts to promote equality of opportunity and tackle discrimination. Everyone is valued and supported to achieve their best, irrespective of their social, faith or ethnic group. The school exercises well its duty to promote equal opportunities and is effective in this. Procedures to safeguard pupils' well-being, safety and health are thorough and members of staff are well trained. Health and safety routines and risk assessments are carried out regularly. The school does much to promote its place in the local community and works effectively with many local nurseries, playgroups and businesses. The contribution of the Parent Teacher Association is good, as is the work of a range of local community helpers. The audit of community cohesion undertaken by the school is underpinned by a careful analysis of its context. The links with a school in an inner-London borough are especially effective in preparing pupils for living and working in a culturally diverse United Kingdom.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children make a good start to their schooling in the Reception/Year 1 class and achieve well. They settle happily into school because of good links with parents and carers and because of the strongly nurturing environment. Staff make every effort to make all children feel welcome. As one parent observed, summing up the comments of many, 'Our little boy is so happy in Reception ♦ we are so impressed with the way he is being taught and how much he is enjoying learning, playing and being in school.' The good parental relationships are maintained on a daily basis and through meetings, so parents and carers understand how their children learn. ♦

Children make good progress and achieve well, especially in communication, language and literacy, and in their personal, social and emotional development. The Early Years Foundation Stage is managed well and clear priorities are set for improvement. The enhancements in provision and outcomes since the last inspection are considerable and clear, and are testament to the effective leadership of the headteacher and the coordinator and the good teaching. ♦

Planning of activities is generally good because careful account is taken of the regular, ongoing assessments of children's progress. Effective teamwork provides good routines, high expectations of behaviour and achievement and excellent relationships. Consequently, children develop well personally and engage effectively with their learning. Stimulating and interesting activities are provided and there is a suitable mix of teacher-directed and child-initiated activities. Children's language skills are being developed well with a clear focus on vocabulary. The small, but impressive, outdoor area is used effectively to support learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 return of questionnaires from parents and carers was well above the national average. Most of these responses and the large majority of parents and carers who spoke to the inspection team were happy with the school. They consider that the school is well led and managed and has a dedicated team of staff. They agree that the school has a warm, supportive and friendly atmosphere and most feel their children make good progress. Inspection evidence shows that all pupils, including those with special educational needs and/or disabilities, are making good progress. Although the large majority of parents and carers feel the school deals well with any unacceptable behaviour and looks after their children well, a very small minority have serious concerns over how their children are cared for. Evidence shows the school continues to work hard at communicating that it takes good care of pupils. ♦ Inspectors judge that pupils are well looked after.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hamsey Community 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 79 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	53	27	47	0	0	0	0
The school keeps my child safe	39	68	17	30	1	2	0	0
My school informs me about my child's progress	37	65	18	32	2	4	0	0
My child is making enough progress at this school	32	56	22	39	2	4	0	0
The teaching is good at this school	40	70	16	28	1	2	0	0
The school helps me to support my child's learning	28	49	26	46	3	5	0	0
The school helps my child to have a healthy lifestyle	23	40	26	46	7	12	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)	29	51	18	32	1	2	0	0
The school meets my child's particular needs	31	54	23	40	1	2	0	0
The school deals effectively with unacceptable behaviour	24	42	25	44	4	7	1	2
The school takes account of my suggestions and concerns	26	46	22	39	5	9	0	0
The school is led and managed effectively	39	68	14	25	3	5	0	0
Overall, I am happy with my child's experience at this school	37	65	18	32	1	2	0	0

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



26 November 2010



Dear Pupils



Inspection of Hamsey Community Primary School, Cooksbridge, BN8 4SJ



I am writing to thank you for your help when we inspected your school and to let you know what we found out. Yours is a good school. We enjoyed our time spent in your lessons and talking to some of you. We also looked at the work of the school and talked to the staff and members of the governing body. We were interested in what your parents and carers think of your school, and we particularly enjoyed listening to what you had to say. ♦



These are some of the things your school does particularly well.

- You all make good progress and enjoy your learning. ♦
- The staff at the school work hard and the headteacher is doing a good job.
- The way you behave is excellent and you work and play well together.
- You feel safe at school and you know how to be healthy.
- You help your school to be a happy and better place to play and learn. ♦
- You have a good understanding of right and wrong and look after each other.

We have agreed with your school that there are some things that will help it to improve. We have asked the headteacher to make sure that teaching in every lesson is the best it can be and you are all given the best opportunities to learn. We know your teachers are all working hard to be the best they can be and we want them to learn from each other as well. Although most of your parents and carers are pleased with the school, a few have said they are very concerned about how you are looked after and treated. I have asked the headteacher and all staff to talk to your parents and carers to make sure everyone is pleased with the school and understands how well it is treating you.

Finally, I would like to thank you once again for all your help. I wish you well in the future.



Yours sincerely



David Marshall
Lead inspector

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