

Salehurst Church of England Primary School

Inspection report

Unique Reference Number	114521
Local Authority	East Sussex
Inspection number	363822
Inspection dates	9–10 November 2010
Reporting inspector	Alison Cartlidge

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

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	136
Appropriate authority	The governing body
Chair	Melaine Powell
Headteacher	Andrew McGregor
Date of previous school inspection	31 October 2007
School address	George Hill Robertsbridge TN32 5BU
Telephone number	01580 880288
Fax number	01580 881455
Email address	headteacher@salehurst.e-sussex.sch.uk

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M2 7LA

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Introduction

This inspection was carried out by two additional inspectors. The inspection team observed seven lessons taught by five teachers. Meetings were held with governors, parents, staff and pupils. The inspection team observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding policies and other documents. Questionnaires from 61 parents and carers, 77 pupils and 13 members of staff were scrutinised.

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

- Pupils' progress in mathematics and science, including the more able.
- How and where teaching needs to develop to become consistently good or better.
- The impact of the governing body and subject leaders on making provision and progress more consistent.
- How well interesting activities are used to support pupils' enjoyment of school.

Information about the school

This is a smaller-than-average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The school has an average number of pupils with special educational needs and/or disabilities, although these pupils are not evenly distributed across the school. They have a wide range of needs, including moderate learning and speech and language difficulties. The school has received several awards including Dyslexia Friendly Level 2 and the Healthy School Silver Award. The school is smaller than it was at the time of the last inspection and has recently changed from single-age classes to mixed-age classes.

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?

3

The school's capacity for sustained improvement

3

Main findings

This happy and friendly school provides pupils with a sound education. One parent spoke for others by saying, 'There is a happy and supportive atmosphere around the school.' Above average rates of attendance demonstrate the pupils' enthusiasm for coming to school and they greatly appreciate the interesting activities planned by members of staff.

Children make a good start to their education in the Reception class. Pupils make satisfactory progress between Years 1 and 6, with the best progress being made towards the end of Key Stage 2. Attainment is broadly average by the end of Year 6 and pupils learn best in English. In mathematics and science, teachers do not consistently use marking and target setting to help them provide work that matches pupils' differing needs. Consequently, progress is uneven across the school and learning in these subjects is not always quick enough, particularly for the more-able pupils when carrying out investigations.

Pupils' personal development is a strength of the school, underpinned by good care, guidance and support and some exemplary health and safety procedures. Members of staff work closely with external agencies and parents and carers to support pupils who are finding life difficult and are in need of additional emotional support. Pupils enjoy helping each other in school, are considerate towards others and are proud that they grow vegetables to sell in the local community. They are enthusiastic about learning new things and talk positively about their links with a school in Malawi. Pupils appreciate the opportunities they have to learn about art and music but have a limited awareness of life in multicultural Britain. Leaders have sound plans to enhance learning in this area by forging links with a school in a contrasting part of the United Kingdom.

Satisfactory procedures for self-evaluation enable the strongly committed senior leaders to have an accurate understanding of what needs to be done next to improve the school. Leaders, including the governing body, have worked well to close the gap between pupils' progress in reading and writing. They are aware that the monitoring of progress has not been rigorous enough to prevent a dip in performance in mathematics and science. Clear plans to improve marking and target setting in these subjects and improvements since the last inspection in the provision for children in the Early Years Foundation Stage demonstrate the school's satisfactory capacity to improve further.

What does the school need to do to improve further?

- Ensure that teaching is consistently good in mathematics and science, by:
 - making sure that planned work meets the needs of all learners, particularly the more able in investigative work

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- fully engaging the interest of all pupils in whole class work so that their learning moves forward quickly
- using marking and target setting in all classes to move learning on and to help pupils to know how to improve their work.
- Increase the rigour of monitoring by all leaders, including the governing body, so that dips in performance are identified and rectified swiftly.
- Increase opportunities for pupils to learn about multicultural Britain.

Outcomes for individuals and groups of pupils

3

Most children are working within the expected levels when they join the Reception class. Pupils enjoy school and cooperate with each other well. For example, in an outstanding lesson in Years 5 and 6, pupils supported each other very well as they ordered equivalent fractions and in a good lesson in Years 4 and 5 pupils were enthusiastic about competing with each other over a shape recognition game.

Pupils' achievement is satisfactory. Attainment varies from year to year and is broadly average overall. Pupils, including those with special educational needs and/or disabilities, make satisfactory progress, but progress is uneven between classes and subjects. A recent improvement in the way writing is being taught has resulted in good progress being made in English. In mathematics and science, pupils do not consistently learn at the rate at which they are capable. This is particularly true of the more-able pupils who do not always demonstrate above average investigative skills and have limited opportunity to take the initiative in how they record what they have learnt.

Behaviour is good because pupils are polite and move around the school sensibly. They understand what it means to be a good friend. Occasionally a few pupils become quietly inattentive when activities provide insufficient challenge. Pupils' enjoyment of their education is shown by their enthusiasm in taking part in all activities on offer, including after-school clubs. Pupils' sound progress in developing basic skills and good personal development prepare them satisfactorily for the next stage of education and later life.

Most pupils say that they feel safe at school because there is very little unpleasant behaviour and their concerns are dealt with swiftly. They have a clear understanding about how to stay safe. For example, they know what to do if there is a fire. Pupils take responsibility well and are proud that they 'raise money to make school a better place'. Pupils' spiritual, moral, social and cultural awareness is good. They reflect thoughtfully during times of prayer and worship, raise funds for charity and are keen to look after the environment. They are respectful of other beliefs and cultures, and, while their awareness is limited, pupils are developing a greater understanding of what it is like to live in multicultural Britain. Pupils enjoy keeping active at playtime and enjoy the healthy tuck shop.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	3
Taking into account: Pupils' attendance ¹	2
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?

Teachers are caring, have good relationships with the pupils and use resources and fun activities to bring topics to life. As a result pupils are keen to learn. For example, pupils in Years 4 and 5 were very enthusiastic about the song they had learnt to help them remember the properties of different types of triangle. Target setting and marking is used well to plan for English lessons, but assessment information is not used consistently in mathematics and science. In these subjects teachers are not always planning work to meet pupils' differing needs, or enabling the more-able pupils to take the initiative during investigative work. In addition, in some lessons whole class sessions do not involve all pupils well enough so that they can all learn quickly. For example, in one lesson in mathematics, the lesson plan did not show what pupils of differing ability were expected to learn and consequently all pupils completed the same tasks at the same rate. Teaching assistants provide some good support for pupils with special educational needs and/or disabilities. However, teachers do not always plan sufficiently to meet the differing needs of these pupils to ensure that they make consistently good progress. Marking provides helpful guidance to move learning forward in English, but less so in mathematics and science. Pupils told us that they appreciate the targets and marking in English and said; 'We like to keep track of how well we are doing' and 'It's so that we can work hard.'

The curriculum enables pupils to use literacy skills in other subjects, although this good practice has not yet been fully extended in science. Pupils appreciate the good range of

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enrichment opportunities including visits and clubs. Good opportunities for pupils to learn about healthy lifestyles demonstrate why the school has the Healthy School award. The school has recently gained Dyslexia Friendly status but new strategies to support pupils with special educational needs and/or disabilities are yet to be evaluated to demonstrate an improvement in progress.

Pupils are cared for, guided and supported well enabling them to feel safe and valued. They are confident that their concerns will be dealt with swiftly. Pupils are known as individuals and feel the strong influence of agreed class and school values. Members of staff have now started to meet frequently to discuss any pupils at risk of falling behind in their learning, so that additional support can be provided as soon as it is needed.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders embed ambition and drive improvement satisfactorily because they have a thorough knowledge about what the school does well and how it should be improved. There is a strong determination to make the necessary changes following a recent dip in performance. Provision in writing has already been improved and work is under way to increase progress in mathematics and science. They have managed the change in class organisation smoothly so that there has been minimum disruption to pupils. Leaders are starting to monitor progress with greater frequency and rigour so that concerns are identified and rectified more quickly. The governing body has recently been strengthened so that committees are better organised and more governors are involved in checking on how well the school is doing. The governing body is good at seeking and acting on the views of parents and keen to help monitor the school's work more rigorously. Leaders promote equal opportunities and tackle discrimination satisfactorily. All pupils are included well socially, and the school is working on improving the progress of more-able pupils in mathematics and science.

At the time of the inspection, the school's safeguarding arrangements were found to be good and parents agree that pupils are kept safe at school. Pupils with personal difficulties in their lives are supported well. The partnership between the school and external agencies is good, enabling leaders and pupils to benefit from advice and support from various sources. The school has good activities for pupils to learn about life in other countries and the local area, and there are clear plans to promote community cohesion further by forging links with a contrasting school in the 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	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress and enter Year 1 with skills and abilities slightly above the levels expected for their age. Children make particularly good progress in writing and number work because these skills are promoted especially well throughout the day. For example, children were excited about going on a number hunt with their clipboards and enjoyed making books and diaries about their teddies. Children behave well and work together sensibly on tasks they have chosen for themselves or when working in a group with an adult. They enjoy helping the teacher to explain tasks to other children although, occasionally, a few less-mature children lose concentration when expected to sit and listen for too long.

Members of staff work together well, planning and assessing learning thoroughly and providing an interesting and varied curriculum. Clear instructions and close links between the home and school enable children to settle into school routines swiftly and to enjoy learning. Leaders work closely with other early years providers to constantly develop provision. Leaders are working on enhancing activities outside so that they provide the same wide range of activities as indoors. Children are independent but are not always expected to plan activities that build on what they already know or can do.

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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

There was a positive response to the inspection questionnaire. Most parents and carers are pleased with the school, especially that their children are kept safe and that the school provides a friendly welcome. The inspection team also found this to be the case. A few parents and carers would like more information on their children's progress, and feel that progress could be greater. The inspection team found that the school provides parents and carers with sound information about pupils' progress and are always happy to respond to requests for further information. Pupils make satisfactory progress over time, although progress is not always fast enough in mathematics and science, particularly for more-able pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Salehurst Church of England 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 136 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	49	30	49	1	2	0	0
The school keeps my child safe	31	51	30	49	0	0	0	0
My school informs me about my child's progress	22	36	30	49	4	7	0	0
My child is making enough progress at this school	18	30	33	54	5	8	0	0
The teaching is good at this school	21	34	35	57	0	0	0	0
The school helps me to support my child's learning	21	34	35	57	4	7	0	0
The school helps my child to have a healthy lifestyle	27	34	33	54	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)	21	34	33	54	0	0	0	0
The school meets my child's particular needs	16	26	41	67	3	5	0	0
The school deals effectively with unacceptable behaviour	21	34	37	61	2	3	0	0
The school takes account of my suggestions and concerns	18	30	39	64	1	2	0	0
The school is led and managed effectively	27	44	32	52	0	0	0	0
Overall, I am happy with my child's experience at this school	27	44	33	54	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.



11 November 2010

Dear Pupils

Inspection of Salehurst Church of England Primary School, Robertsbridge, TN32 5BU

We enjoyed coming to see your happy school. Thank you for being so helpful during our visit. Your school provides you with a sound standard of education.

These are the best things about your school.

- You learn quickly in English and in the Reception class.
- You are polite and friendly and enjoy coming to school.
- The headteacher and other leaders know what needs to be done to make the school better.
- You feel safe at school, and well done for attending regularly and keeping healthy!
- We agree with you when you say that teachers are kind and look after you well.

These are the things we have asked your school to do next to make it better.

- Help your teachers to always give you work that is just right for you in mathematics and science so that you all learn quickly during investigative work.
- Make sure that you are given clear information on how you can improve your work in mathematics and science.
- Make sure leaders check how well you are doing often enough so that they can spot and put right dips in performance as soon as they happen.
- Give you greater opportunities to learn about multicultural Britain.

Thank you once again for telling us about your school and letting us see your work. You could all help your teachers by always listening carefully in class and trying hard in mathematics and science.

Yours sincerely

Alison Cartlidge

Lead inspector

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