

# The Haven Voluntary Aided CofE/Methodist Primary School

Inspection report

---

<b>Unique Reference Number</b>	131381
<b>Local Authority</b>	East Sussex
<b>Inspection number</b>	360267
<b>Inspection dates</b>	8–9 December 2010
<b>Reporting inspector</b>	David Marshall

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

---

<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 of pupils on the school roll</b>	244
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vaughan Schulze
<b>Headteacher</b>	Wendy Bray
<b>Date of previous school inspection</b>	1 November 2007
<b>School address</b>	Atlantic Drive, Sovereign Harbour South, Eastbourne BN23 5SW
<b>Telephone number</b>	01323 471781
<b>Fax number</b>	01323 471796
<b>Email address</b>	head@thehaven.e-sussex.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	8–9 December 2010
<b>Inspection number</b>	360267

---

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 1234 234, or email [enquiries@ofsted.gov.uk](mailto: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 documentation 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'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. During the inspection, 18 lessons and 10 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 development 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 64 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.

- The effectiveness of the school's strategies for assessment and its impact upon the level of achievement of current pupils.
- The effectiveness of the school's measures to enhance pupils' spiritual, moral, social and cultural development. ♦
- Whether the school's monitoring procedures are effective in enabling teaching and learning consistently to meet the needs of all groups of pupils.
- The effectiveness of leaders and managers at all levels, including the governing body, in securing continuity and sustained improvement.

## Information about the school

The Haven School is of broadly average size and heavily oversubscribed. Due to the high level of demand for places in the area, the school took an additional class from September 2010. The school is currently undergoing joint consultation with the local authority to investigate the possibility of expanding to two-form entry from September 2012. The school serves a diverse area. The very large majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is similar to most other schools. The proportion of pupils with special educational needs and/or disabilities, including those with statements of special educational needs, has increased over the past three years and is now above the national average. The needs of these pupils include behavioural, emotional and social difficulties. Children in the Early Years Foundation Stage are taught in two Reception 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?**

**2**

**The school's capacity for sustained improvement**

**1**

## Main findings

The Haven is a good school with a number of considerable strengths. The pastoral support, guidance and care provided for every pupil are outstanding. As a result, by the time pupils leave the school, they are mature and very thoughtful young people who make a very good contribution to the school and the local community. One parent summed up the views of many by writing, 'As a family, we are extremely pleased with The Haven school and how it is run. We feel extremely fortunate that our children have a place at this school, and I always recommend it to friends. The head and deputy run this school excellently and seem to work together as a leadership team.'

This positive reputation in the community and the improved pupil outcomes reflect the headteacher's high aspirations for the school. The wide range of systems and strategies put into place to address the school's well-identified priorities has been successful and, consequently, the school's overall effectiveness has risen from satisfactory at the time of the previous inspection to good. There has been marked improvement in the raising of attendance rates and in the development of the leadership skills of senior staff. Older pupils are now making much better progress in writing, a particular focus for the school this year. Given its track record of improvement and innovation in many areas together with its detailed and accurate self-evaluation, the school's capacity for sustained improvement is excellent. ♦♦

Over the last two years, staff have successfully provided an innovative and more exciting approach to the curriculum to inspire pupils to learn better. This method is based on the good use of assessment and a more refined analysis of what skills pupils need and how best they can be acquired. The drive and determination of the headteacher and senior leaders have ensured that, within these changes, teaching and learning have been improved. Although outstanding teaching and learning using these approaches are evident in some classes, these methods are not yet adopted consistently throughout the school. In addition, there is not yet consistently enough challenge for all pupils, including in English and in mathematics, and so pupils' skills are not always consolidated and extended as far as they could be.

Pupils behave well in lessons and around the school and feel very safe, reflecting staff's high expectations and their extremely effective level of care and moral guidance. Pupils acquire a good awareness of how to live a healthy lifestyle. One particularly notable aspect of the school's care for individual pupils is the work of the special educational needs team. The very effective teaching assistants ensure that those pupils with specific learning needs are very well supported through identifying their needs early so they make consistently good progress. ♦

**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 school does much to promote its place in the local community and works very effectively with many local pre-school providers, local schools, and the local residents association. An audit of the promotion of community cohesion, undertaken by governors and staff, is underpinned by a careful analysis of the school's context. The school's links with the local community are excellent, and pupils' awareness of, and preparation for, living and working in a culturally diverse United Kingdom are being developed extremely well.

## **What does the school need to do to improve further?**

- Ensure that by July 2011, changes in the curriculum are embedded so that the exciting and relevant activities that are linked across subject areas are present in all lessons.
- Ensure that by July 2011, teaching improves so that pupils are always given the necessary challenge in all lessons in order to consolidate and extend their skills more fully, particularly in English and in mathematics.

## **Outcomes for individuals and groups of pupils**

**2**

Throughout the school, pupils achieve well and enjoy their learning. All groups of pupils, including the most able, pupils with special educational needs and/or difficulties and those whose circumstances render them vulnerable, make good progress. Pupils enter the school with skills and understanding that vary but are usually below those expected for their age. Effective organisation and careful assessments enable pupils to begin to make good progress immediately.

Attainment at the end of Year 2 and Year 6 is above average. Much of the pupils' consistent success in reading is due to the school's emphasis on developing their speaking and listening skills. This was evident in an excellent Year 1 lesson where the teacher skilfully drew pupils' attention to where this lesson fitted into their topic by making them listen carefully to each other's ideas on the work they had already completed. The excellent celebration afternoon observed in the Year 6 class during the inspection showed the variety of activities and the opportunities for pupils to make their own, well-defined choices on the topic of Islam. This resulted in a memorable experience that pulled together all that the pupils had learned and which was enjoyed by the many parents who attended. Such lessons also make a significant contribution to pupils' good spiritual, moral, social and cultural development.

Pupils are enthusiastic about many aspects of its life such as the extra-curricular activities, trips and visits that contribute well to their learning. This good range of experiences makes a significant contribution to pupils' good behaviour and their high self-esteem. Attendance is above average because pupils are keen to come to school. Pupils' contribution to the local community is good. The school council has been responsible for important initiatives, such as the promotion of better sporting activities. These efforts have ensured that pupils have a good understanding of healthy lifestyles. Pupils assert that the rare incidents of bullying or poor behaviour are dealt with very well and they feel very safe in school. They say that there is always someone who will listen to them.

**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

Pupils' well-developed basic skills in literacy, numeracy, science and information and communication technology, combined with their keen appetite for teamwork and their zest for learning, prepare them well for their transition to the next stage of their education.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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. Teachers are a keen and enthusiastic team who strongly encourage pupils in their learning. They use a good range of techniques and resources, such as effective use of interactive whiteboards, to make lessons enjoyable. Most teachers keep up a brisk pace and help pupils to meet their high expectations by asking questions that encourage them to think hard. In a very successful Year 6 mathematics lesson, both the teacher and the teaching assistant gave high quality feedback to test pupils' understanding, introduce extra challenges and used praise effectively to raise pupils' expectations of what they were capable of achieving. In this lesson, pupils assessed their own and each other's work, identifying what to do next. This helped them to understand what they needed to do to improve.

Staff's high expectations of pupils' progress are reflected in the challenging targets set for individuals and year groups. The range of opportunities that pupils are given through the curriculum, known as the 'Learning Journey', is good. Pupils are encouraged to be independent and are highly motivated. Pupils know they have to work hard to be given

**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

this independence, and they do. In the most effective lessons, this careful planning is implemented with enthusiasm and care and pupils are encouraged to assess their own and others' work. The curriculum overall is good, even though its best features are not yet applied consistently in all classes.

The impact of the school's outstanding support, guidance and care is evident in the pupils' good standards of behaviour and social skills and the positive relationships between staff and pupils. As a result, the atmosphere for learning created by the whole staff is exceptionally caring. The overwhelming majority of parents and carers are very positive about the concerted efforts the school takes to make school life as trouble free as possible for pupils who are more vulnerable or who find behaving well more difficult.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and deputy headteacher give outstanding direction to the work of the school and their initiatives are improving the quality of teaching and learning securely and rapidly. Management at all levels is good and strongly committed to the continuing professional development of staff. The work of the recently introduced phase leaders has enabled the progress of the outcomes in teaching to be accelerated considerably. The school knows itself very well and all subject leaders are closely involved in monitoring the school's work. Documentation is impressive in range and the evaluation of the school's work is honest and accurate.

The governing body is fully involved in the process of self-evaluation, challenging decisions and requesting explanations where necessary. Hence, the school is extremely well placed to improve further. Their current involvement in the consultation over moving to a two-form entry school is both rigorous and caring.

The school is zealous in its efforts to promote equality and tackle discrimination. Everyone is valued and supported to achieve their best, irrespective of their social, faith or ethnic group and all groups of pupils achieve equally well. Procedures to safeguard pupils' well-being, safety and health are good and all members of staff are well trained in these matters. The contribution the school makes to community cohesion is good. A plan and clear actions are in place that promote pupils' understanding from a local perspective extremely well. Links with other local schools and agencies are harnessed effectively. The school has taken the need to expand its links to provide national and global perspectives very seriously and these aspects are also good.

**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

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make a good start to their schooling in the Reception classes and achieve well. They settle happily into school because of good links with parents and because of the strong nurturing environment. Staff make every effort to ensure all children feel welcome. The good parental relationships are maintained on a daily basis as staff make a concerted effort to talk to parents to enable them to understand how their children learn. One parent wrote: 'I was lucky enough to get a place from the school waiting list ♦. I am so pleased we got into Haven. It is an excellent school. The staff are friendly and professional. My daughter has come on in leaps and bounds with reading, signing and her independence. An excellent start all round.'

The Early Years Foundation Stage is managed well and clear priorities are set for improvement. The enhancements in provision and outcomes since the previous inspection are testament both to the effective leadership of the coordinator and the good teaching.

Planning is 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 very good relationships. Consequently, children develop well personally and engage well with their learning. Staff make good use of the facilities and also of the outside area to extend children's learning, particularly their climbing, clambering and physical skills. There is a good balance between child-initiated and adult-led activities. Children's language skills are being developed well with a clear focus on vocabulary. Children thoroughly enjoy learning but there are occasional missed opportunities, as activities are not fully enhanced by the use of richer language, such as signs and questions, and by linking the tasks carefully to what children already know.



**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

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 response rate of questionnaires from parents and carers was below the national average. The overwhelming majority of these parents and carers, and those who spoke to the inspection team, were very happy with the school. Evidence from this inspection supports parents' positive views. The small number of parental concerns, for example about pupils' progress and how the school deals with any disruptive behaviour, were followed up during the inspection as part of the general gathering of evidence and discussed with the headteacher. Inspectors judge that the school deals with any disruptive behaviour well. ♦

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Haven Voluntary Aided Church of England/Methodist 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 244 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	58	23	36	3	5	0	0
The school keeps my child safe	45	70	17	27	2	3	0	0
My school informs me about my child's progress	35	55	27	42	1	2	0	0
My child is making enough progress at this school	36	56	20	31	6	9	2	3
The teaching is good at this school	38	59	21	33	4	6	1	2
The school helps me to support my child's learning	36	56	26	41	1	2	1	2
The school helps my child to have a healthy lifestyle	35	55	25	39	4	6	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)	27	42	26	41	4	6	2	3
The school meets my child's particular needs	30	47	24	38	7	11	1	2
The school deals effectively with unacceptable behaviour	30	47	23	36	4	6	5	8
The school takes account of my suggestions and concerns	28	44	29	45	3	5	3	5
The school is led and managed effectively	36	56	23	36	5	8	0	0
Overall, I am happy with my child's experience at this school	36	56	23	36	3	5	1	2

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



10 December 2010

Dear Pupils

**Inspection of The Haven Voluntary Aided Church of England/Methodist Primary School, Eastbourne, BN23 5SW**

I am writing to thank you all for making us so welcome when we came to inspect the school recently. We did enjoy our visit. Yours is a good school with many strengths, and we agree with what you told us ♦ it is a really fun place to learn. Here is a list of some of the things that we think are really good.

- The school looks after you extremely well.
- You make good progress in your learning.
- Children in the Reception classes get off to a good start at the school.
- The headteacher and staff manage the school very well.
- You behave very well, get along with each other well and feel safe in school.
- You have a good understanding of how to live healthily.
- You really enjoy school because there are lots of exciting things for you to do both in school and on visits and in clubs.

Even in good schools, there are some things that could be better. We have agreed with your school that it must make sure that you are all given the best opportunities to learn no matter which class you are in. We know your teachers are all working hard to be the best they can be and we want them to look at how they plan, carry out, and link the subjects in your lessons to make sure they are as exciting and as interesting as they can be.

You can help by continuing to listen carefully and take note of what they say.

Yours sincerely

David Marshall

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](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**