

Chiddingly Primary School

Inspection report

Unique Reference Number	114391
Local Authority	East Sussex
Inspection number	357528
Inspection dates	5–6 October 2010
Reporting inspector	Eileen Chadwick

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	82
Appropriate authority	The governing body
Chair	Alan Brundle
Headteacher	Jennifer Macfadyen
Date of previous school inspection	3 October 2007
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Introduction

This inspection was carried out by two additional inspectors. They visited seven lessons and four teachers were observed. Inspectors also held meetings with pupils, staff with key responsibilities, representatives of the governing body and a local authority officer. In addition to observing the school's work and evaluating documentation such as policies, the school improvement plan, pupils' work and records of their learning and progress, inspectors examined 47 completed questionnaires from parents and carers, 46 from pupils and 11 from members of staff.

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

- how consistently well pupils develop their key literacy and numeracy skills from the Early Years Foundation Stage through to Year 6
- the steps taken to improve attainment for Year 2 and Year 6 pupils and the impact of these on raising achievement
- whether teaching and the curriculum consistently meet the learning needs of different groups in mixed-age classes
- how effectively leaders at all levels check the quality of the school's work and use the information for future improvements.

Information about the school

Chiddingly Primary is smaller than the average-sized primary school. It draws its pupils from the local village and from further afield. Most pupils are White British and the proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is below average although the proportion with statements of special educational needs is above average. These pupils mainly have emotional and behavioural or speech and communication difficulties. The acting headteacher, who was the previous deputy headteacher, has led the school since September 2009 during the absence of the substantive headteacher who has now left.

The Early Years Foundation Stage has one Reception class where children are taught in a single-age class. All other classes include mixed-aged pupils. The school has the Active and Healthy School awards.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvements.

Pupils' achievement is inadequate. Since the last inspection, pupils' attainment in English and mathematics at the end of Key Stage 2 has been falling and is low.

Children get off to a good start in Reception and, by the end of the Early Years Foundation Stage, their literacy and numeracy skills are above that normally expected for their age. However, the school does not build upon this, resulting in pupils' attainment in English and mathematics at the end of Year 2 being average. Pupils make inadequate progress over time in Years 1 to 4, including those with special educational needs and/or disabilities. This is because the quality of teaching is inconsistent and inadequate overall.

◆ Although teachers are enthusiastic and can engage pupils in their learning through providing interesting activities, they are given insufficient support and guidance to improve their teaching and assessment. As a result, teachers do not consistently plan activities that meet the needs of the range of abilities in mixed-age classes. Additionally, the curriculum is not sufficiently structured to meet the needs of different aged pupils taught in the same class.

◆ Pupils receive satisfactory care, guidance and support. Their behaviour is satisfactory and pupils say they feel very safe in school. A high priority is given to providing support for pupils whose circumstances have made them vulnerable. Pupils make a good contribution to the school and wider community. Many are active in the after-school clubs and have a good understanding of how to lead a healthy lifestyle. Their spiritual, moral and social development is good. Pupils show respect for others and for cultural differences. However, overall attendance is inadequate because too many families take their children out of school for holidays or occasional days.

◆ The school's capacity for sustained improvement is inadequate because pupils are not making enough progress and leaders and managers have not brought about the necessary improvements since the last inspection. Self-evaluation systems are weak. ◆

While a more rigorous system to record pupils' achievements has recently been introduced to check pupils' progress, this has not impacted on pupils' achievement. Prompt action is not taken to address inadequate teaching in order to improve pupils' progress. Assessment data are not used well enough to set challenging targets for individuals and groups of

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pupils. The school improvement plan is not well focused on raising attainment or ensuring that rigorous monitoring and evaluation arrangements are in place. Senior and subject leaders' roles are underdeveloped and the new deputy headteacher has insufficient time to develop her leadership responsibilities. Governors are supportive of the school but lack the expertise to robustly challenge and hold the school to account for its performance. ♦

What does the school need to do to improve further?

- Raise achievement by:
 - improving attainment and accelerating pupils' progress in Key Stages 1 and 2 in reading, writing and mathematics
 - improving the attendance of pupils who do not attend as regularly as they should.
- Improve the quality of teaching and learning by:
 - eliminating inadequate teaching as a matter of urgency and ensuring the majority of lessons are good by improving the use of assessment to inform planning
 - providing a curriculum which clearly sets out the steps for teaching the basic skills in reading, writing and mathematics in mixed-age classes
 - ensuring all work is carefully matched to all pupils' capabilities and builds on their existing skills.
- Improve the effectiveness of leaders at all levels by:
 - developing robust procedures and processes for self-evaluation and taking swift action to address underachievement
 - setting demanding targets and ensuring school improvement planning focuses on raising achievement
 - ensuring that senior and subject leaders have the skills, support and opportunities to improve the quality of teaching and learning
 - ensuring that the governing body develops the skills to robustly challenge and hold the school to account.

Outcomes for individuals and groups of pupils**4**

Children's attainment at the end of Reception is not used to set demanding targets for Year 2 pupils in reading, writing and mathematics. In Year 1, teachers do not build effectively on the skills pupils have learned in Reception. This is because work provided is often either too hard or easy in reading, writing and mathematics. Pupils' skills in sounds and letters (phonics) are particularly weak in Key Stage 1 and this subsequently limits the quality of their writing. Although pupils make satisfactory progress in lessons in Years 5 and 6, this is not enough to address previous underachievement. In the 2010 tests for Year 6, boys' attainment was particularly low, especially in mathematics. Overall, girls did better but, like the boys, very few attained higher levels in writing and mathematics.

♦ Pupils of all abilities make inadequate progress throughout the school. Literacy tasks for pupils with special educational needs and/or disabilities are often not matched to their

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skills and the work provided is a simplified version of the main lesson rather tailored to their needs. For example, in one lesson, pupils with weak literacy skills, when asked to write sentences, were given key words to help them, but they could not read the key words. A minority of pupils in Key Stages 1 and 2 are receiving extra teaching because of their previous underachievement in literacy and numeracy. The booster sessions used with Year 6 pupils are beginning to make a difference to them making slightly better progress. However, this is not yet the case in other year groups. ♦♦♦

♦ Pupils' spiritual development is promoted well in assemblies and through regular links with the local church. Pupils make a valuable contribution to the school community through their involvement in the school council, charity events and work on improving the environment. They also participate very well in village and church activities. Pupils of all ages cooperate well together and enjoy the school's family atmosphere. Pupils enjoy eating healthily at lunchtimes. Their good understanding of what constitutes a healthy lifestyle is recognised through national awards and shown by their enthusiasm in taking part in sporting activities. ♦

♦ Pupils are polite and well-mannered. They say they feel very safe and are considerate towards others. However, their enjoyment of learning is constrained by the weaknesses in teaching. Pupils in Year 6 are responsible and behave well and are good examples for younger pupils. While others often behave well, even when teaching is inadequate, a minority lose concentration and become distracted when work is not well matched to their needs. The school has recently stepped up its procedures for encouraging good attendance. However, a minority of pupils from all backgrounds and abilities do not attend as regularly as they should. Pupils are not helped enough to develop their competencies in literacy and numeracy so preparation for life ahead is inadequate.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	3
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	4
Taking into account:	
Pupils' attendance ¹	4
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' planning does not provide the basis for matching work to the spread of ability. Although, in many lessons, teachers' enthusiasm is evident and good relationships between adults and pupils ensure lessons are calm, too often the same task is given to pupils of differing abilities resulting in pupils making inadequate progress. Teachers' use of assessment is weak and often inaccurate. In Key Stage 1 and Years 3 and 4, too little account is taken of pupils' reading and phonics skills when they are set writing tasks. In mathematics sessions, too much time is sometimes spent on writing. The quality of the support given by teaching assistants varies and they are not always trained well enough to help adequately the few pupils who are receiving extra support or have special educational needs and/or disabilities.

❖ The curriculum does not enable teachers to plan for mixed-age classes. Although writing, speaking and listening and reading schemes are in place, their use is inconsistent in the different classes. School leaders do not make enough checks to ensure that there is a robust approach in each class. This results in a lack of continuity and slows the progress of pupils.

❖ The school is a pleasant and friendly place. Satisfactory pastoral care supports the majority of pupils so that they feel confident and secure in school. The school works closely with outside specialists to support pupils with complex learning difficulties, such as

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in speech and communication, and those with emotional and behavioural difficulties so they adapt to school.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The governing body and senior staff do not have a clear understanding of the reasons for pupils' declining achievement and, therefore, have not been effective in improving their progress. Senior leaders have ensured that the school runs smoothly on a daily basis. However, the leadership team is inexperienced and the procedures and systems to manage and secure improvement are weak. Leaders are not effective in tackling the continuing underachievement and improving provision. Insufficient action is being taken to deal with inadequate teaching and to support teachers. Key subject leaders are new to their roles and are not involved in monitoring and evaluating the work of the school. Only the acting headteacher monitors lesson planning and teaching and learning. Assessment practices are improving but the use of data to analyse pupils' performance and identify areas of underachievement is not embedded in the work of the school. Given the weaknesses in leadership and management at all levels, the school has inadequate capacity for further improvement. ♦

Safeguarding procedures are in place and meet requirements. The school is diligent about risk assessments and child protection. Discriminatory practices are tackled actively and effectively, but many pupils are not doing as well as they should so the school does not adequately promote equality of opportunity. Community cohesion is satisfactory; the school actively promotes cohesion in its own community and has accurately evaluated that further work is needed to reach out more fully beyond this, including extending its global provision. ♦

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children settle quickly into the Early Years Foundation Stage because of good induction processes. Their attainment on entry is broadly at the level expected although this includes a few who enter higher than this. Children make good progress as a result of good teaching and learning. By the end of Reception, children's attainment is consistently above that expected in all areas of learning. Children make good progress in sounds and letters and learning to read. Systems for teaching these skills help staff to match work to the learning needs of all children. Adults make extremely good use of assessment to ensure tasks build on children's previous learning. Practical tasks, such as bread making for harvest, are used well to develop children's knowledge, language, practical and mathematical skills. Children have good opportunities to choose different activities. These include role play, painting, creating and building using small and large construction kits.

◆ Planning covers all areas of learning and there is a good balance of activities that are adult led and purposeful play. The school has recently improved the outdoor area and there is now a spacious covered area as well as a safe, enclosed garden. The Early Years Foundation Stage staff have identified and prioritised the outdoor provision as an area for development and work to develop this is planned. ◆◆◆◆

◆ Good levels of care and welfare ensure children's well-being. The leadership of the Early Years Foundation Stage is good with close and effective teamwork between all staff. Assessment is rigorous and analysed thoroughly to check the impact of provision on children's learning in order to accelerate their progress and make improvements to provision.

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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

Inspectors analysed 47 questionnaires from parents and carers. During inspection, their responses were generally positive. They agree that the school environment is welcoming and their children are kept safe. The inspection evidence confirms these views. However, a minority are concerned that pupils do not always behave as well as they should. The school has acknowledged that a minority of pupils misbehaved last year. During inspection, inspectors found that pupils often behave well around the school, in the playground and in most lessons. However, they do not concentrate well when teaching does not fully match their learning needs. A minority of parents expressed unease about the lack of a permanent headteacher. Inspection evidence confirms that the governing body is actively taking positive steps to appoint a headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chiddingly 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 82 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	60	17	36	1	2	1	2
The school keeps my child safe	30	64	16	34	1	2	0	0
My school informs me about my child's progress	24	51	20	43	2	4	0	0
My child is making enough progress at this school	21	45	22	47	4	9	0	0
The teaching is good at this school	22	47	25	53	0	0	0	0
The school helps me to support my child's learning	26	55	17	36	3	6	0	0
The school helps my child to have a healthy lifestyle	27	57	19	40	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)	20	43	21	45	2	4	0	0
The school meets my child's particular needs	21	45	20	43	4	9	0	0
The school deals effectively with unacceptable behaviour	16	34	20	43	9	19	1	2
The school takes account of my suggestions and concerns	20	43	25	53	1	2	1	2
The school is led and managed effectively	19	40	20	43	5	11	2	4
Overall, I am happy with my child's experience at this school	23	49	21	45	3	6	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.



7 October 2010

Dear Pupils

Inspection of Chiddingly Primary School, Chiddingly, Lewes BN8 6HN

Thank you for helping us when we visited your school. We enjoyed talking with you and looking at your work. You will know the reason for our visit was to decide how good an education you are receiving. As well as watching your lessons and looking at your books, we looked at the information that the school has on your progress.

We found out the school is not doing as well as it should and needs some extra help. As a result, we have said that it needs 'special measures'. This means that other inspectors will be visiting your school regularly to check on its progress.

You told us that you particularly enjoyed all the sports and opportunities for after-school clubs. We are pleased to see you take responsibility for improving your environment through recycling. We really enjoyed seeing how well the children in Reception are learning.

We have judged that many of you are not making enough progress or reaching high enough standards. We have asked your headteacher and the governing body to concentrate on making sure that:

- you make better progress and reach higher standards in reading, writing and mathematics
- there is good teaching throughout the school and your work always builds on what you already know
- you all attend school as often as you should, particularly those who are usually absent. You can help your families to realise how important this is for your learning and future
- all those with special responsibility for ensuring you do your best, keep a careful eye on how well you are doing and help you to always learn well.

Please always try to work as hard as you can. Thank you for being so helpful and friendly.

Yours sincerely

Eileen Chadwick

Lead inspector

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