

# Baldwins Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	125969
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	359976
<b>Inspection dates</b>	8–9 June 2011
<b>Reporting inspector</b>	Christine Huard

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	104
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Faulkes
<b>Headteacher</b>	Lesley Corbett
<b>Date of previous school inspection</b>	7 February 2008
<b>School address</b>	Lowdells Lane Baldwins Hill East Grinstead RH19 2AP
<b>Telephone number</b>	01342 321572
<b>Fax number</b>	01342 314985
<b>Email address</b>	office@baldwinshill.w-sussex.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	8–9 June 2011
<b>Inspection number</b>	359976

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## Introduction

This pilot inspection was carried out by two additional inspectors, one of whom was present for only half a day. Nine lessons were observed, led by four different teachers. Meetings were held with members of staff and the governing body, and with groups of pupils. They observed the school's work, and looked at the school improvement plan, monitoring records, assessment and tracking information as well as other documentation provided by the school. They analysed the 57 questionnaires returned by parents and carers.

## Information about the school

Baldwins Hill Primary School is smaller than the average primary school. It serves an area close to the centre of East Grinstead and draws its pupils from a wide area. It is federated with a nearby large primary school. The proportion of pupils with special educational needs and/or disabilities is above average. Most needs are related to moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is below average. There is a much greater level of movement into and out of the school than is seen in most schools. Children in the Early Years Foundation Stage are catered for in a joint Reception and Year 1 class. An after-school club is held daily, but it is not run by the governing body and was not included in the inspection. The school has exceeded the governments floor targets for the proportion of pupils gaining level 4 in English and mathematics by the end of Year 6. It has a number of awards and holds Healthy Schools status.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement</b>	<b>2</b>
<b>Teaching</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>
<b>Behaviour and safety</b>	<b>1</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

This is a good school where pupils make good progress because they enjoy their learning. They say that the curriculum is exciting and interesting. It takes account of their own interests and really motivates and enthuses them. Parents and carers are very supportive and many comment positively about the 'family feel' of the school and the dedication of the staff.

Teachers plan carefully to build on pupils' learning both in lessons and over time, so tasks are carefully matched to their individual needs and they are challenged and supported effectively on a day-to-day basis. Marking typically shows pupils exactly what they need to do to improve and challenges them further through the use of extension questions, but in a few cases it is scanty and gives pupils minimal guidance on how to improve their work.

Behaviour is outstanding, both in class and around the school. The play spaces are happy and harmonious places. Pupils say that although in the past behaviour has not always been good enough in lessons, this is no longer the case because lessons are so interesting they do not want to miss anything! Pupils feel very safe and older pupils in particular have an excellent awareness of how to keep themselves safe, particularly when using modern technology such as mobile phones and the internet.

Leadership and management are good. All teachers have a key responsibility and show a shared enthusiasm and determination to drive the school forward and improve further. The monitoring of teaching and learning is a particular strength and this is a key reason why the quality of learning is improving so effectively. They have identified that a few boys in the Reception class are not making as much progress as they could, school leaders plan to use the Advanced Skills Teacher in the federation to address this.

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

- Improve the quality of marking by:
  - consistently indicating to pupils how well they are doing in their learning
  - clearly indicating to pupils what they need to do to improve their work
  - making marking interactive by giving pupils time to respond to it at the start of lessons.
- Improve the progress of boys in the Reception year by:
  - ensuring activities are more closely matched to their needs and enthuse and inspire them
  - providing timed, short-burst activities which enable them to gradually increase their concentration span.

## Main report

Pupils make good progress in lessons because tasks are very finely matched to their prior abilities and build on their previous learning well. From below average starting points, pupils' attainment rises to broadly average by the time they leave in Year 6. The progress of all pupils is tracked very carefully to ensure all groups achieve well. This particularly applies to pupils who move into the school partway through the school year. Progress in reading is particularly good. Pupils in Year 1 demonstrate that they can effectively sound out words. They can interpret and talk about the texts they are reading enthusiastically. Older pupils read very well and reading standards are above average by the time they leave in Year 6. Guided reading sessions are very well focused and groups of similar ability means that all are appropriately challenged or supported. More-able pupils in Year 6 were discussing knowledgeably the text of their end-of-year production of *Aladdin* and that of *Romeo and Juliet*, talking confidently about the imagery used and the similarities and differences between the texts.

Teachers plan experiences for all pupils in mathematics that appeal to their interests and enthuse them. They are challenged by interesting tasks and problems. For example, pupils in Years 2 and 3 were conducting preparations for a mission to Mars. During the inspection they were planning what food the astronauts need to take with them, calculating the amounts of water required for each food pack as well as learning how to weigh it out most accurately and investigating which type of scale was the most appropriate to use.

Most children in the Reception Year make good progress. A few boys who find learning a little more difficult do not always make sufficiently good progress because activities are not matched sufficiently well to their needs and they become distracted and lose interest in what they are doing too quickly.

Pupils with special educational needs and/or disabilities make similar progress to

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their peers. Some pupils with more complex difficulties make good progress against their targets, but do not make such rapid progress towards National Curriculum levels, however school assessment records show that this gap is narrowing.

Teachers are confident and have good subject knowledge. Their planning is meticulous. Teachers use information from assessments well to ensure that all pupils are supported well in lessons, and that activities are interesting and challenging. They motivate and enthuse pupils effectively, and they in turn say that learning is fun. Pupils are encouraged to work independently and solve problems. Pupils in Year 5, who were planning a booklet about East Grinstead, accessed the internet confidently to find appropriate illustrations and worked well cooperatively to decide what content should be included. Pupils in Year 6 were working on solving mathematical problems to do with the allocation and buying of tickets for a play. For all groups of pupils the problems became more complex and challenging. The pupils were totally engrossed in devising formulae for solving their problems, and received subtle and appropriate guidance as needed from adults. This practical problem-solving approach ensures that pupils are able to apply the basic skills they have learned and reinforce them in practical investigative tasks.

'This school is brilliant'. A spontaneous comment from one pupil, but supported by emphatic nods of agreement from those around him. Pupils love coming to school. Their participation in the Rights Respecting Schools initiative means that pupils are acutely aware that all of them have a right to learn and a responsibility to each other to ensure this happens. This, together with an inspiring and motivating curriculum, means that the quality of behaviour around the school and in lessons is excellent. Pupils do not want to distract or be distracted for fear of missing something. Behaviour management strategies are excellent, and the pupils themselves know, understand and respect well the systems for rewards and sanctions. Pupils support each other very well. They are thoughtful and reflective. They understand how important it is to maintain a healthy lifestyle, and this is reflected in the school's Healthy Schools award. They say they feel very safe. They have an excellent awareness of what constitutes an unsafe situation and understand very clearly the dangers of drugs and alcohol abuse. The many pupils spoken to, in all age groups, say they have not encountered any bullying in school, but know what to do should it occur. When parents and carers voiced concerns about possible bullying at lunchtime, the school took swift action to reassure them but also took the opportunity to provide additional training for midday supervisors. Attendance is above average. It is affected by the long-term time absences of some pupils on visits to their homelands, although the school works very hard to keep these to a minimum.

The headteacher is skilled and fully committed, and drives forward the ambitious but realistic programme outlined in the school development plan. Leadership roles are devolved highly effectively and there is clear evidence that the whole staff work together very well as a team in the drive to move the school forward. The school uses the expertise of staff from within the federation very well to the advantage of the pupils at both schools. Pupils' learning has improved well since the last inspection

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because the monitoring of teaching and learning has been rigorous. Targets are set at the end of each observation and followed up at the next visit so that progress and the development of skills can be clearly identified. As a result the quality of teaching is now consistently good or better across the school. Equality of opportunity for all pupils is promoted well. The school ensures that there are good quality opportunities for every pupil and that there is no discrimination. For example, the progress of all groups of pupils is extremely carefully monitored to ensure that boys, girls, those with special educational needs and/or disabilities or those with gifts and/or talents all make good progress. Self-evaluation is accurate and the school knows what it needs to do to improve. The school identified for itself that some boys in the Reception class were not making sufficient progress. It has demonstrated that it has a good capacity for further improvement. The members of the governing body are knowledgeable and hold the school to account for its performance well. They ensure that safeguarding procedures are robust. They make very careful checks on all adults who work in the school, and ensure that health and safety checks as well as risk assessments are carried out rigorously.

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

Ofsted invited all the registered parents and carers of pupils registered at Baldwins Hill 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 12 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 104 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	36	63	19	33	2	4	0	0
Q2 My child feels safe at school	43	75	11	19	1	2	0	0
Q3 The school helps my child to achieve as well as they can	30	53	22	39	4	7	1	2
Q4 The school meets my child's particular needs	27	47	23	40	5	9	0	0
Q5 The school ensures my child is well looked after	40	70	15	26	1	2	0	0
Q6 Teaching at this school is good	33	58	24	42	0	0	0	0
Q7 There is a good standard of behaviour at this school	33	58	22	39	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	25	44	22	39	3	5	0	0
Q9 The school deals with any cases of bullying well	26	46	22	39	4	7	0	0
Q10 The school helps me to support my child's learning	38	67	18	32	1	2	0	0
Q11 The school responds to my concerns and keeps me well informed	38	67	14	25	5	9	0	0
Q12 The school is well led and managed	38	67	17	30	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 achievement of all pupils</li> <li>■ behaviour and safety</li> <li>■ the quality of teaching</li> <li>■ the effectiveness of leadership and management</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</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 June 2011

Dear Pupils

### **Inspection of Baldwins Hill Primary School, East Grinstead RH19 2AP**

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. You showed us how much you enjoy your school and how pleased you are with how well you are doing. You are right to be pleased, because it is a good school!

Here are some of the highlights.

- You really enjoy school and make good progress in your learning.
- You behave extremely well, both in class and out in the playground.
- You are reflective and are very proud of your school, and take very good care of each other.
- You have an interesting and exciting curriculum. I especially enjoyed finding out about the Mission to Mars.
- You understand very well how to stay safe.
- The headteacher, staff and governors are good at running the school and understand well how they could make it even better.
- Your teachers are doing a good job. They work hard to plan interesting lessons and involve you as much as possible.
- All staff take good care of you and keep you safe.

There are some things the school could do better and we have asked the headteacher to make sure that:

- all marking tells you clearly how you can improve your work so that you learn even more effectively
- the activities planned for children in Reception, especially the boys, help them to learn and concentrate more effectively.

You can help by responding to your teachers' marking and ensuring that you tell them if you do not understand anything.

Yours sincerely

Christine Huard  
Lead inspector

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