

Newick Church of England Primary School

Inspection report

Unique Reference Number	114528
Local Authority	East Sussex
Inspection number	363823
Inspection dates	6–7 July 2011
Reporting inspector	David Marshall

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair	Mary Mayes
Headteacher	Sophie Thomas
Date of previous school inspection	4 June 2008
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Introduction

This inspection was carried out by three additional inspectors. During the inspection, 13 lessons and eight teachers were observed. Discussions were held with staff, members of the governing body, parents and carers, and pupils. Inspectors observed the school's work and looked at documentation including the school's improvement plan, the tracking of pupils' progress, provision for those pupils identified as having special educational needs and/or disabilities, and the governing body minutes. In addition, questionnaires from 95 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 a number of key areas.

- The effectiveness of the school's strategies for assessment in providing for pupils' individual needs, and the level of achievement of the current more-able pupils, especially in mathematics.
- Pupils' personal development and the effectiveness of the school's measures to enhance their cultural development.
- Whether the school's priorities for improving teaching and learning have been achieved and contributed to the overall outcomes for pupils.
- In the light of the school's self-evaluation, how effectively leaders and managers at all levels, including the governors, are enabling the necessary continuity and improvement

Information about the school

Newick is a one-form entry, average size school in a rural location with spacious outdoor areas. Most pupils are local to the school, living in the village. The vast majority of pupils have White British heritage. The proportion of pupils eligible for free school meals is below the national average. The number of pupils with special educational needs and/or disabilities is broadly average. These needs include behavioural, emotional and social difficulties. Although the number of pupils leaving or joining the school other than at the normal time is low, a few go to private sector schools in Years 4 and 5 as they gain academic scholarships. Children in the Early Years Foundation Stage are taught in a Reception class. The school runs a breakfast club which was included within the remit of this inspection. There is also an after-school club on the site, which is not managed by the governing body and, therefore, was not part of this inspection.

The school has links with a French school as the village is twinned with a French village. The school's awards include Artsmark Gold, Activemark and Silver Eco Award.

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?

1

The school's capacity for sustained improvement

1

Main findings

Newick is an outstanding school. This success is due in particular to highly effective management and the outstanding quality of pastoral care. The headteacher, senior staff and governors know the school's strengths and what needs to be refined further very well. Their rigorous monitoring and clear self-evaluation, and a track record of employing initiatives to enthuse pupils and treat them all as individuals, have also contributed to pupils' excellent progress. These factors, and the many developments since the last inspection, illustrate the school's excellent capacity for continuing its improvement. One parent, reflecting the very positive views expressed by the vast majority of parents and carers, wrote, 'Mrs T is an excellent headteacher and readily approachable. The extra-curricular opportunities are vast and much appreciated. Overall an excellent school - thank you.'

Pupils enter the school with skills and understanding that vary but effective organisation and careful assessments enable children to make excellent progress immediately in the Early Years Foundation Stage. This start is built upon extremely well so that, by the time they leave the school, pupils' attainment is consistently well above average, and often high. The school's unvalidated results in national tests in 2011 were high, and in line with the school's records and expectations. As the leaders had identified, the standards reached in mathematics were below those in other subjects last year. The carefully planned changes and systems they put in place have already closed this small difference. The more-able pupils are enabled to achieve exceptionally high standards. By ensuring an excellent quality of help from very well-qualified teaching assistants wherever it is needed, pupils with special educational needs and/or disabilities achieve similarly well.

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Safeguarding procedures are excellent and pupils' safety and well-being are paramount at all times. All staff work hard to create attractive classrooms with imaginative displays, and therefore provide a very positive learning environment. A huge range of additional activities, visits and visitors enhances the outstanding curriculum. Although there are

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minor variations, the overall quality of teaching is outstanding. Lessons are planned to make sure that all pupils enjoy learning. Planning is thorough and based on the use of careful assessments. Over the last year, three new teachers have settled into the school extremely well. The school has identified the need to share the outstanding practice of all of the teachers in order to raise the overall quality consistently to that of the best.

Newick is truly a school of its community. The contribution of the Newick School Association is greatly appreciated by all involved. There are very rewarding partnerships with many organisations in the local area, and with other schools and businesses. The excellent quality of these many links is testament to the school's outward approach to learning and community cohesion. As a result, pupils' awareness of, and preparation for, living and working in a culturally diverse Britain are being developed extremely well.

What does the school need to do to improve further?

- Use the school's current monitoring systems to raise the quality of each lesson to that of the best by extending opportunities for staff to observe and share the outstanding practice in the school.

Outcomes for individuals and groups of pupils

1

Pupils relish their learning at this school. Observations of lessons during the inspection confirmed that, throughout the school, all groups of pupils make excellent overall progress, regardless of their background or ability. Children enter the Early Years Foundation Stage with skills and understanding that are generally in line with those expected for their age. The outstanding progress in the Key Stage 1 classes is firmly based on meeting individual pupils' needs. This success is built on exceptionally well in Key Stage 2. In all lessons, behaviour is impeccable and pupils acquire excellent skills and working habits, working either independently or with their classmates. These factors help to create the high-quality climate for learning that was evident in all classes

Teachers provide interesting resources that enthuse pupils and keep them engaged in their work. When pupils are asked to work together, they do so very effectively. They keep on task, challenge each other and plan their work carefully. Pupils enjoy working independently, and respond well to teachers' questions, particularly where these really probe their thinking and understanding. There is a high level of achievement across a wide range of subjects. For instance, art and music are strengths of the school. As the award of the Artsmark Gold testifies, pupils have many opportunities to develop their talents. The standard of singing witnessed during the inspection in the school production of 'Olivia' was excellent. One of the most striking features that the pupils displayed, at all times, was the caring way they took notice of each other and applauded all successes.

Given that pupils' level of well-being and personal development is outstanding, it is not surprising that throughout the school relationships between staff and pupils are excellent and contribute to the positive ethos for study. As one parent said, 'I have always found the teachers to be very helpful and approachable with any issues I have had, and dealt with any concerns quickly and sensitively. I highly recommend the school and their approach to the children and teaching.' Pupils' spiritual, moral, social and cultural development is outstanding, contributing to their excellent behaviour.

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Pupils show very caring attitudes to each other and the environment, leading to the school's Eco award. Pupils know there is always someone they can turn to in moments of difficulty. Pupils were keen to show inspectors how much they enjoy the responsibility of the school council or buddies with pupils in other classes. The school council is justifiably proud of the input it has made to influence changes. The pupils' very high level of enjoyment in their learning is reflected in their high rates of attendance and excellent punctuality. As one pupil said, 'This school is where fun and learning meet.'

These are the grades for pupils' outcomes

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

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?

Observations of teaching confirmed that throughout the school, pupils make excellent progress regardless of their background or ability because of the very effective approach adopted by teachers. In all lessons, pupils are well motivated by the ideas and resources presented through a well-thought-out curriculum and are keen to please their teachers and other adults. This was evident in an outstanding lesson in Year 4, where the teacher's use of the whole classroom, including the angles of the doors, to explain parallel lines and perpendiculars was inspired. As in most lessons, the pupils could hardly wait to join in the actions and share their thoughts and ideas.

Staff's high expectations of pupils' progress are reflected in the fact that most pupils now know what they need to do to improve and teachers always take the chance to reinforce, during lessons or through their marking, what the pupils need to learn next when the

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opportunity arises. In the most effective lessons, the careful planning is implemented with enthusiasm and care and learning objectives are used effectively. This was clear in a Year 3 English lesson where the pupils took on a variety of roles, including that of a robotic teacher, to focus on telling a story through drama. The pupils were enthusiastic and spoke confidently at the front of the class. The teacher's good use of praise and attention to detail was a reflection of the way in which, in the best lessons, teachers take all learning opportunities that arise.

The range of opportunities that pupils are given, through the modified curriculum and through the support given to different groups, is excellent. All skills are enhanced. As one boy said, 'Our school is brilliant at sport - we get loads of trophies.' Pupils are particularly excited by the extra-curricular activities and 'break-out' days. As a result, the atmosphere for learning created by the whole staff is excellent and caring. Provision in the breakfast club is highly regarded by pupils, parents and carers. The impact of the school's outstanding support, guidance and care is evident in the pupils' excellent standards of behaviour and in their exceptionally strong spiritual, moral, social and cultural development.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides outstanding leadership, drive and ambition to sustain an excellent capacity to improve. This, in partnership with the very effective deputy headteacher, assistant headteacher and governing body, ensures that complacency is not tolerated. Teamwork is excellent and everyone, including the administrative team and caretaking staff, are considerable assets to the school and are very much appreciated by all concerned. Staff are focused relentlessly on further improvement and work exceptionally well together. As one staff member said, reflecting the views of all, 'I thoroughly enjoy being part of the team and believe that this school is outstanding.'

The school knows itself very well and sets the right targets to become even better. Documentation is impressive and the evaluation of the school's work is honest and accurate. The outstanding governing body is fully involved in this process, challenging decisions and requesting explanations where necessary. It holds the school to account in a challenging, but supportive, manner.

Excellent attention is paid by staff at all levels to ensure the highest quality of safety and care for the pupils. There are, for example, thorough procedures for ensuring the safeguarding of pupils through the checks made on all adults who work in the school. Pupils' safety and well-being are paramount at all times, ensuring that the school is a very

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safe and supportive place to be. The staff are effective in promoting equality of opportunity and tackling discrimination for all pupils across all aspects of the school's work. The contribution the school makes to community cohesion is excellent. A plan and clear actions are in place to promote pupils' understanding from a local, national and global perspective. The school's links with other establishments in Reading, France and Kenya raise this aspect of community cohesion to the outstanding level of the rest of its provision.

These are the grades for leadership and management

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

Early Years Foundation Stage

The huge level of commitment and care shown by Reception staff is evident in the way that all children settle into the school so well, and immediately begin to learn. One-to-one induction meetings enable the staff, children and their families to get to know each other and help make sure that starting school is a happy event. These meetings lead to the full involvement of the local community, which continues right through the school.

Staff know the children very well and opportunities for children to decide on what they want to do, to get out the required equipment and to get on with their task give children a real sense of determining their own way forward, and guarantee their full involvement in all activities. Such is their independence and confidence that they can already explain why they had made their choices.

Children make rapid progress and achieve exceptionally well, especially in communication, language and literacy, and in their personal, social and emotional development. As one parent said, 'Both of my children benefited immensely from the phonics (the sounds that letters make) programme in Reception. Their skills and confidence in reading grew in leaps and bounds.' Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. At all times, staff engage and stimulate the

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children's interests. As a result, there were high levels of enjoyment and concentration as children remembered the shape of the letter 't', helped each other out with their number pegs, and focused relentlessly on getting their writing right. As one girl said, 'I couldn't write before but now I can.' The classrooms are stimulating and the outside area provides the same exciting level of challenge and stimulation, especially for the more-able children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The level of return of questionnaires from parents and carers was around 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. They consider that the school is very well led and managed and has a dedicated team of staff. They agree that the school has a very warm, supportive and friendly atmosphere, and most feel their children make good progress. Inspection evidence shows that all pupils, including those with special educational needs and/or disabilities, are making excellent progress. Parents and carers were particularly impressed with the pastoral support their children receive. Evidence from this inspection supports parents' and carers' very positive views. The very small number of their constructive concerns, for example about class sizes, school communication and pupils' progress, were followed up during the inspection as part of the general gathering of evidence and discussed with the headteacher and governors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newick 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	72	25	26	2	2	0	0
The school keeps my child safe	65	68	29	31	1	1	0	0
My school informs me about my child's progress	28	26	61	64	7	7	0	0
My child is making enough progress at this school	28	29	57	60	6	6	1	1
The teaching is good at this school	44	46	50	53	1	1	0	0
The school helps me to support my child's learning	31	33	59	62	5	5	0	0
The school helps my child to have a healthy lifestyle	36	38	56	59	2	2	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)	32	34	60	63	1	1	0	0
The school meets my child's particular needs	38	40	54	57	3	3	0	0
The school deals effectively with unacceptable behaviour	34	36	51	54	6	6	1	1
The school takes account of my suggestions and concerns	30	32	59	62	5	5	0	0
The school is led and managed effectively	54	57	40	42	1	1	0	0
Overall, I am happy with my child's experience at this school	51	54	42	44	2	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).

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">■ 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.



8 July 2011

Dear Pupils

Inspection of Newick CE Primary School, Newick BN8 4NB

Thank you for welcoming us to your school. We enjoyed our time with you and would now like to tell you what we found out about your school. We agree with what those of you we spoke to told us - Newick is an excellent school. These are the main reasons why we thought the school was so good.

- You make outstanding progress and really try hard at all times. We were very impressed that you knew what to do to make your work even better.
- We saw that you know you are especially lucky to have so many different activities both during and after school.
- Your headteacher and staff do a super job in organising the school.
- You all really enjoy being in school. Many of you try very hard to help others. For instance, the school council and Year 6 Buddies do a super job.
- You behave exceptionally well, work hard and listen carefully to your teachers - all of this helps you to succeed.
- All the adults in the school look after you very carefully. They always make sure that you get help if you need it

Even in outstanding schools there are some things that can be even better. We have asked your teachers to share their ideas so that no matter which class you are in, all your lessons are as good as the best. In turn, you must all carry on listening carefully and take note of what your teachers say. Then you will all continue to make the best possible progress in your learning.

Yours sincerely

David Marshall
Lead inspector

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