

Framfield Church of England Primary School

Inspection report

Unique Reference Number	114550
Local Authority	East Sussex
Inspection number	378886
Inspection dates	12–13 October 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 aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair	Sean Dennis
Headteacher	Janet Wilde
Date of previous school inspection	30 September 2008
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Introduction

This inspection was carried out by two additional inspectors. During the inspection, eight lessons and four teachers were observed. Discussions were held with staff, members of the governing body, parents, 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 the governing body minutes. In addition, questionnaires from 41 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.

- They reviewed the effectiveness of the school's strategies for assessment in providing for pupils' individual needs and analysed the level of achievement of the current pupils, especially in mathematics.
- They examined the impact of the school's provision on pupils' personal development.
- They looked at the extent to which the school's priority for sharing expertise and improving the overall quality of teaching is being achieved and contributing to the overall outcomes for pupils.
- In the light of the school's self-evaluation, they assessed the effectiveness of leaders and managers at all levels, including the governors, in helping to secure improvement.

Information about the school

Framfield is a smaller than average primary school. Numbers in the school have shown a steady increase but individual year groups vary in size. Three of the four classes include pupils from more than one year group and two classes include pupils from more than one key stage, for example: Reception and Year 1; Year 2 and Year 3. Most but not all pupils come from the village and are from White heritage backgrounds. A smaller than average proportion of pupils is eligible for free school meals. The total movement in and out of the school other than at the normal point of entry is above average. The proportion of pupils with special educational needs and/or disabilities is above the national average. These needs include speech and communication, and behavioural, emotional and social difficulties. The school awards include the Gold Sing Up Award and the ICT Mark.

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

2

Main findings

Framfield C E Primary is a good school. It has improved significantly in many aspects since the previous inspection. Its self-evaluation is accurate. The headteacher and staff have a good understanding of the school's strengths and they have carefully identified priorities and have systematically tackled them. Consequently, the school has consistently sustained the high levels of achievement of the pupils over the last few years. The shared commitment to make the school the best it can be and its strong track record of performance mean it is well placed to build on its strengths and has a good capacity to sustain its improvement. As one parent observed, 'The school is very well run, with a dedicated team of staff. My two children have gone to this school and over the past 10 years have been happy, secure and well taught.'

Very effective organisation and careful assessments enable children to make outstanding progress in the Early Years Foundation Stage. This start is built upon very effectively so that, by the time they leave the school, pupils' attainment is consistently well above that expected for their age, and often high. The provision for those pupils with special educational needs and/or disabilities is good. By ensuring outstanding help from very well-qualified teaching assistants wherever it is needed, the least able and most vulnerable pupils make very good progress. Pupils benefit from tailored individual or small-group sessions which successfully help to plug the gaps in their reading and writing skills.

Although there are minor variations, the overall quality of teaching is good. Lessons are planned to make sure that all pupils enjoy learning. Planning is thorough and based on the use of careful assessments. The staff have sought to provide an innovative and exciting approach to the whole school curriculum, to inspire pupils to learn. This method, based on six areas of learning, is well defined with a detailed analysis of what skills pupils need and how best they can be acquired. As the pupils testified, there are many, exciting activities that lead to them enjoying their learning.

Pupils' personal development and their wider educational outcomes are good, which helps their all-round achievement, both academic and personal. Throughout the school, thanks to the school's good care and support, pupils are enthusiastic learners. They acquire a good understanding of safe and healthy choices and make an exceptional contribution to the school and wider community. By the time they leave, pupils are thoughtful and well-organised young people. Pupils' excellent behaviour and their keen appetite for teamwork, together with their good skills in English, mathematics and science, prepare them well for the next stage in their

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learning.

Although the headteacher enjoys good, supportive relationships with parents and carers, there are conflicting views among parents about the effectiveness of the school's governance and how a particular issue that has divided them has been handled. Many parents hold the school, and the staff in particular, in high regard and commented positively on the improvements in the buildings and resources in the last three years, and the care shown by all staff. Many parents agreed with the sentiments of one who described 'a lovely, friendly and helpful school'. However, there are some parents who, despite the headteacher's best efforts, feel alienated from each other and some aspects of the school. The school agrees that they must find a way to address this issue with urgency.

The school does much to promote its place in the local community and works very effectively with the attached pre-school and playgroups, and local businesses. Its audit of community cohesion, recently undertaken by governors and staff, is underpinned by a careful analysis of the school's context. While the links with the local community are good, pupils' awareness of, and preparation for, living and working in a culturally diverse United Kingdom are not developed sufficiently well.

What does the school need to do to improve further?

- Make strenuous efforts to remedy the lack of confidence felt by some parents in some aspects of the school, including its governance.
- Enhance pupils' understanding of their place in a culturally diverse United Kingdom and extend the school's provision for community cohesion by:
 - instigating the findings of the recent analysis
 - implementing their plans to link with schools in other localities.

Outcomes for individuals and groups of pupils

2

Pupils enter the school with skills and understanding that vary but are usually just above the levels expected for their age. In almost all lessons observed, and as the school's assessment analysis shows, pupils make good or better progress. Pupils are generally well motivated by the ideas and resources presented and are keen to please their teachers and other adults. This is a reflection of the strong moral code of the school, which encourages exemplary behaviour, attentiveness and hard work, and enables all pupils to make good progress as they move through the school. All groups of pupils, including those whose circumstances have made them most vulnerable, achieve well by the time they leave. Standards at the end of Year 2 are generally above average and by the time pupils leave in Year 6 they are often high. The recent, thorough attention paid to mathematics has ensured that pupils are now making good progress and achieving well in this subject.

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In the lessons observed pupils were very attentive in class, worked together well and enjoyed activities. In an exceptional mathematics lesson in the Year 5/6 class, pupils, on the playground and in the classroom, showed how they learn to consider their options very carefully when thinking about the shapes and angles they were drawing. The teacher carefully and tactfully chose different pupils to respond, and the others all appreciated why. There is a high level of achievement across a wide range of subjects. For instance, art, information and communication technology (ICT) and music are strengths of the school. As the award of the Gold Sing Up and the ICT Mark testifies, pupils have many opportunities to develop their talents. The standard of creative writing seen during the inspection was outstanding.

Pupils’ very high levels of attendance help them to make good progress overall and to achieve well. They want to be in school and appreciate the many rich opportunities to participate in outside activities which encourage their positive attitudes to keeping fit and healthy. The school successfully instills in the pupils a very good spiritual, social and moral understanding, which accounts for their exceptionally good behaviour and positive attitudes to school. A striking feature which the pupils displayed at all times was the caring way they look after each other. This was shown to particularly good effect in a house assembly where all pupils helped each other and enjoyed their different successes. The school council and house captains are very active in influencing provision of play equipment and fund raising events. The buddy system between Reception and Year 5/6 is enjoyed by all involved. The pupils’ involvement in the village and local events is significant. As one girl affirmed, ‘I really like it best when we can play and sing for the people in the village.’ Pupils’ excellent behaviour, good understanding of how to stay safe and well above average standards in basic skills mean pupils are well prepared for the next stage of their education.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	2
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	2
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	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching and learning are good, and often outstanding. In almost all lessons, there are strong elements that help pupils of all abilities make good progress, but as the school recognises, this consistency is still developing. In the large majority of cases, teachers set out clear objectives and sessions are well managed. Pupils experience a good mix of listening to the teacher, responding to questions and opportunities to discuss their work among themselves. This experience, along with outstanding strategies to manage pupils' behaviour, means that pupils are attentive and display consistently good attitudes to learning.

Assessment procedures to check pupils' progress are rigorous and as a new member of staff observed, they are very clear, accurate and easy to use. This information is being used more consistently to plan activities that generally meet pupils' differing needs and fire their enthusiasm. The curriculum supports pupils' personal development well through very effective personal, social and health education, and there is a good focus on using visits to widen pupils' life experiences. The school's strong emphasis on promoting pupils' emotional well-being results in them feeling secure and parents and carers agree that children are looked after well. Induction programmes are excellent for those who arrive throughout the year. Good support for vulnerable pupils and close partnerships with outside agencies ensure that the needs of these pupils are met effectively.

Throughout the school, positive relationships between staff and pupils contribute to the supportive ethos for study. As a result, the atmosphere for learning created by the whole staff is caring and supportive. The impact of the school's effective support, guidance and care is evident in the pupils' excellent standards of behaviour, attendance and social skills.

These are the grades for the quality of provision

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

How effective are leadership and management?

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The effective partnership of the headteacher and staff is sensitive to the needs of all pupils and staff. All adults involved in the school value the headteacher’s excellent open-door approach through which she consistently gives an exemplary lead and relates effectively with pupils, parents and carers and the local community. Teamwork is of a good quality and all staff are playing a valuable part in moving the school forward. As one staff member said, ‘It has been exciting to be a part of the school for so long – I have learned so much.’

The administrative and caretaking teams play central roles within the school. Their work is acknowledged and much appreciated. The headteacher and staff have worked hard to develop a corporate understanding of the school’s strengths and areas for development. There is an effective plan for further development and all staff show an urgency to make sure their vision is appreciated and shared so they are all willing to make further improvements.

The governing body brings a wide range of experience and skills to bear to hold the school to account when necessary. Although the governing body is fully involved in all developments, and is very committed and supportive of the staff and pupils, there have been considerable difficulties recently over a number of related incidents. This has led to some of the parents and carers feeling alienated and anxious and has proved to be a distraction in the school’s pursuit of improvements.

Staff and governors ensure that discrimination in any form is not tolerated, and the school is very effective in promoting equal opportunities. Procedures to safeguard pupils’ well-being, safety and health are thorough and all members of staff are well trained. The contribution the school makes to community cohesion is satisfactory overall. A plan and clear actions are in place for promoting pupils' understanding from a local perspective. Links with other local schools and agencies have now to be developed to become as effective as the rest of the school’s provision.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3

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The effectiveness with which the school deploys resources to achieve value for money

2

Early Years Foundation Stage

The huge level of commitment, care and energy shown by the Reception class 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. 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 and whether they have 'challenged themselves'.

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, 'I have been very impressed by the efforts made to ensure that the children in Reception settle in wella great hands-on headteacher and a lovely school!'

Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. At all times, staff engage and stimulate the children's interests. As a result, there were high levels of enjoyment and concentration as children remembered the shapes of their letters, enjoyed their new line dancing, 'milked' their cows 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

An above average number of parents and carers returned the questionnaire and the majority, and those who spoke to the inspection team, were happy with the school and the education their children receive. They feel that the school has a dedicated team of staff and that the headteacher leads and manages the school well. They feel

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that the school has a very warm, supportive and friendly atmosphere and the majority feel their children make good progress. Inspection evidence supports these views. Inspectors do not agree with the significant number of parents who feel the school does not deal well with pupils' unacceptable behaviour and does not listen to their suggestions or criticisms. There was also a significant proportion of parents and carers who were critical of the way the governing body operates and feel the way certain recent issues have been handled is unsatisfactory. Inspection evidence shows that the school and governors have tried very hard in both these respects, but clearly have not yet been effective. These criticisms, and all other comments, were discussed with the headteacher and members of the governing body without breaching confidentiality.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Framfield 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 76 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	66	9	22	3	7	0	0
The school keeps my child safe	29	71	6	15	1	2	3	7
The school informs me about my child’s progress	21	51	13	32	3	7	0	0
My child is making enough progress at this school	24	59	11	27	4	10	0	0
The teaching is good at this school	26	63	8	20	2	5	1	2
The school helps me to support my child’s learning	26	63	12	29	2	5	0	0
The school helps my child to have a healthy lifestyle	18	44	20	49	2	5	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)	23	56	15	37	0	0	2	5
The school meets my child’s particular needs	25	61	12	29	1	2	1	2
The school deals effectively with unacceptable behaviour	14	34	15	37	3	7	7	17
The school takes account of my suggestions and concerns	20	49	11	27	5	12	4	10
The school is led and managed effectively	20	49	12	29	5	12	4	10
Overall, I am happy with my child’s experience at this school	22	54	12	29	7	17	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



14 October 2011

Dear Pupils

Inspection of Framfield Church of England Primary School, The Street, Framfield TN22 5NR

I am writing to thank you for your help when we inspected your school and to let you know what we found out. Yours is a good school. We enjoyed our time spent in your lessons and talking to some of you. We also looked at the work of the school and talked to the staff and members of the governing body. We were interested in what your parents and carers think of your school, and we particularly enjoyed listening to what you had to say and reading your questionnaire returns.

These are some of the things your school does particularly well.

- You all make good progress and enjoy your learning.
- Children in the Reception class get off to a great start at school.
- The staff at the school work hard and the headteacher is doing a good job.
- You feel safe at school and you know how to be healthy.
- You all really enjoy being in school and so your attendance is excellent. Many of you try very hard to help others. You behave exceptionally well, work hard and listen carefully to your teachers – all of this helps you to make good progress.
- All the adults in the school look after you very carefully. They always make sure that you get help if you need it.

We have agreed with your school that there are some things that will help it to improve. Some of your parents and carers said they are not too happy about how different children's behaviour is being managed and how certain issues are being dealt with. We have asked the headteacher, governors and staff to do as much as they can to make sure your parents and carers are happy with all the school is doing for you. We also want the staff to make sure you are given the chance to find out more about people in other parts of the country that are different from where you live. In turn, you must all carry on listening carefully and take note of what your teachers say. Then you will all continue to make good progress in your learning.

Yours sincerely

David Marshall
Lead inspector

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