

# Fletching Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	114503
<b>Local Authority</b>	East Sussex
<b>Inspection number</b>	378869
<b>Inspection dates</b>	10–11 November 2011
<b>Reporting inspector</b>	David Marshall

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	72
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Roe
<b>Acting Headteacher</b>	Laura Hill
<b>Date of previous school inspection</b>	2 May 2007
<b>School address</b>	Fletching Uckfield East Sussex TN22 3SP
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	10–11 November 2011
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## Introduction

This inspection was carried out by two additional inspectors. During the inspection, eight lessons and five 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 51 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.

- How effective are the school's strategies for assessment in providing for pupils' individual needs and the level of achievement of the current pupils, especially those who are more able.
- What has been the impact of the school's provision on pupils' personal development?
- To what extent has the school's priority for sharing expertise and improving the overall quality of teaching been achieved and contributed to the overall outcomes for pupils.
- In the light of the changes in leadership, the effectiveness of leaders and managers at all levels, including the governors, in helping to secure improvement.

## Information about the school

Fletching is a village school and is much smaller than average, with pupils coming from the wider surrounding area. There are very few pupils of minority ethnic groups or who speak English as an additional language. The number of pupils who enter or leave the school, other than at the normal time, is above average. The proportion of pupils known to be eligible for free school meals is below average. There are an above average number of pupils with special educational needs and with statements of special needs in the school. These needs include learning, behavioural, emotional and social difficulties. Children in the Early Years Foundation Stage are taught in a combined Reception/Year 1 class.

An acting headteacher has been in post for just half a term. A new substantive headteacher has been appointed to take up post in January.

**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

Fletching is a good school. Although there are challenges at the moment owing to the changes in leadership, there is stable atmosphere of high expectations. There is a genuine feeling of teamwork among all adults who share a vision of continued improvement. All staff, working with the reorganised senior leadership team, have recognised the need to increase the pace of improvement by implementing agreed and shared initiatives. The school's long-established good reputation in the community is due to the hard work of all staff and governors who share their values and ambitions for the school. Consequently, the school is well placed to build on its strengths and has a good capacity to improve. As one parent, reflecting a majority view, observed, 'There is a lovely atmosphere at the school and the teachers are good and work well as a team, so the change in headship should not affect the children's performance.'

The overall effectiveness of the Early Years Foundation Stage is outstanding. Owing to effective organisation and careful early assessments, pupils begin to make excellent progress immediately. The number of pupils who took the national tests in Year 6 in 2011 was very small, but their results were above average, and showed good progress overall. Although an above average number of pupils join or leave the school in Key Stage 2, the consistently effective teaching, through the careful focus on the needs of these incoming pupils, enables all pupils to make good progress. The provision for pupils whose circumstances make them potentially vulnerable, or for those with special educational needs and/or disabilities, is very good and leads to these pupils making good progress.

Staff have created attractive classrooms with imaginative displays and these provide positive learning environments for pupils. The curriculum covers all subjects and is enhanced by a good range of additional activities, visits and visitors. The school rightly has a priority to reorganise its medium-term planning to give pupils increasing opportunities to practise and further consolidate their literacy, numeracy, and information and communication technology (ICT) skills. It has accurately identified the need to embed curriculum changes and links between subjects further to enhance pupils' learning and enjoyment, and make all lessons as relevant to pupils' interests as possible.

The pastoral support, guidance and care provided for all pupils are excellent and, as a result, by the time pupils leave the school, they are mature and thoughtful young adults who make an extremely effective contribution to the school and the local

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community. Pupils behave extremely well in lessons and around the school, and feel very safe, reflecting the staff's high expectations and highly effective level of care and moral guidance. Pupils have a good awareness of how to lead a healthy lifestyle.

The school does much to promote its place in the local community and works effectively with many organisations and local businesses. The contribution of the Parent Teacher Association is exceptional, and much appreciated by all concerned. The school's audit of community cohesion, undertaken by governors and staff, is underpinned by a careful analysis of the school's context. Links with schools abroad have begun to be established and pupils' awareness of, and preparation for, living and working in a culturally diverse United Kingdom are also being developed well.

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

- Ensure that changes in the curriculum are embedded so that:
  - pupils are given the maximum opportunities to practise and reinforce their skills and learning in English and mathematics
  - the exciting and relevant activities that are linked across subject areas are present in all lessons.
  
- Use the recent reorganisation of the staff responsibilities to accelerate the pace of implementation, and embedding, of the well-developed innovation and changes.

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

**2**

Pupils enter the school with skills and understanding that vary but are usually in line with the levels expected for their age. Throughout the school, all pupils achieve well and enjoy their learning. Inspection evidence shows that throughout the school the more-able pupils are enabled to achieve well in all subjects. Standards at the end of Year 2 are generally above average and those pupils with special educational needs and/or disabilities do especially well. The recent thorough attention paid to improving writing and mathematics in Key Stage 2, has ensured that pupils are now making good progress and achieving well in all aspects of these subjects.

All the lessons observed were good or better; pupils were very attentive in class, worked together well and enjoyed activities. In an exceptional English lesson in the Year 4/5/6 class, pupils really considered their thoughts and reactions carefully when being led by the Year 6 pupils who had attended a literacy day at another school the day before. Two separate music lessons illustrated pupils' confidence in interactions and relationships. The vibrant school displays are testament to how well pupils achieve in art, and the Year 2/3 assembly, where every pupil took part in costume, showed pupils' musical, and speaking, development is good.

Pupils' high levels of attendance helps them to make good progress overall and to

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achieve well. They appreciate the good opportunities to participate in sporting activities that encourage their positive attitudes to keeping fit and healthy. Pupils have a well-developed sense of right and wrong. They respect others and socialise very well. They say they feel very safe at all times and know who to turn to if they are anxious or worried. The school successfully instils in the pupils a good spiritual, social and moral understanding, which accounts for their consistently excellent behaviour and positive attitudes to school. A striking feature that the pupils displayed at all times was the caring way they look after each other. The school council is active in influencing provision of play equipment and fundraising events. The standards reached by pupils in English, mathematics and science, combined with their keen appetite for teamwork, and their interest in learning, prepare them well for their transition to the next stage of their education.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teaching and learning are good. In almost all lessons, there are strong elements that help pupils of all abilities to make good progress. 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 good strategies to manage pupils' behaviour, means that pupils are attentive and display good attitudes to learning. For example, in a Year 2/3 mathematics lesson, the pupils were organised very effectively into different groups so that they were all well challenged. Pupils concentrated very well and, as a result, they all made good progress.

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

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Assessment procedures to check pupils’ progress are thorough and they have improved markedly since the previous inspection. However, this information is not always used in conjunction with the innovations in the curriculum to plan activities that consistently meet pupils’ differing interests and needs. As a result, although the curriculum is good overall, there are aspects that have still to become embedded in some year groups in order for pupils to make even better progress. When implemented consistently, the curriculum provides effective opportunities for pupils’ all-round development. This was clear in the literacy lessons observed during the inspection. The variety of activities and the opportunities for pupils to make their own, well-defined choices were very good. This resulted in memorable experiences that pulled together all that the pupils had learned from their topics. However, pupils’ progress slows occasionally as not all teachers harness this innovative planning to the same degree.

Throughout the school, very 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 positive and caring. The impact of the school’s outstanding support, guidance and care is evident in the pupils’ excellent standards of behaviour and in their good social development. Potentially vulnerable pupils, , are extremely well supported and the school works very effectively in partnership with a wide range of agencies to meet their needs.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

There is a common sense of purpose and a clear drive and ambition to improve outcomes for pupils among leaders, staff and governors. The partnership between the acting headteacher and the reorganised senior leadership team is moving the school forward effectively. There is a clear understanding of strengths of the school and areas that need more development. The school’s self-evaluation is effective due to its rigour. This has resulted in a fully shared improvement plan with challenging targets and clear guidance for raising standards. This is reflected in the school’s desire to improve the planning related to the modified curriculum to ensure that all lessons meet the needs and interests of individual pupils. Good teamwork is playing a valuable part in keeping staff focused and moving the school forward. The school administrators are considerable assets to the school and help to ensure it runs smoothly.

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As the very supportive and caring governing body recognises, it has not always held the school effectively to account in the past. This has led to parts of a number of policies being out-of date. These are now being updated speedily with the staff leadership team taking the initiative. Governors now challenge decisions and request explanations about the outcomes for pupils. Their zeal and care over the recruitment of a replacement headteacher showed a diligence that many parents and carers appreciated. It proved that the school places a high value on the opinions of parents and carers, and acts upon these.

Staff and governors ensure that discrimination in any form is not tolerated and the school takes its duty to promote equal opportunities seriously. Procedures to safeguard pupils’ well-being, safety and health are good. Staff and governors receive regular training about safeguarding and child protection issues. The school has also developed good relationships with a range of organisations in order to support pupils. The contribution the school makes to community cohesion is good and pupils are beginning to have a wider understanding of different faiths and cultures.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

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. Close links with the local pre-school, welcome to our school sessions, and a staggered entry, 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 visits lead to the full involvement of the local community, which continues right through the school.



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Staff know the children very well and they ensure that the least able and the potentially most vulnerable progress well. Opportunities to decide on what they want to do, get out the required equipment and 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. 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 decided the best way to measure different items, helped each other out with their number-squares, and went on a ‘treasure hunt’ before their sorting tasks. The classrooms are stimulating and the outside area, although small, 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*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
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 proportion of questionnaires returned by parents and carers was above the national average. The overwhelming majority of these parents and carers, like those who spoke to the inspection team, were very happy with the school. They considered that the school is well led and managed, and has a dedicated team of staff. They agreed that the school has a very warm, supportive and friendly atmosphere, and most felt their children make good progress. Inspection evidence shows that all pupils over time, including those with special educational needs and/or disabilities, are making good progress. Parents and carers were particularly impressed with the pastoral support their children receive. Evidence from this inspection supports parents’ and carers’ positive views. The very small number of parental concerns were followed up during the inspection as part of the general gathering of evidence.

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

Ofsted invited all the registered parents and carers of pupils registered at Fletching 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 72 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	67	17	33	0	0	0	0
The school keeps my child safe	37	73	12	24	0	0	0	0
The school informs me about my child’s progress	23	45	28	55	0	0	0	0
My child is making enough progress at this school	17	33	33	65	0	0	0	0
The teaching is good at this school	22	43	29	57	0	0	0	0
The school helps me to support my child’s learning	19	37	32	63	0	0	0	0
The school helps my child to have a healthy lifestyle	22	43	28	55	1	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)	17	33	26	51	0	0	0	0
The school meets my child’s particular needs	21	41	30	59	0	0	0	0
The school deals effectively with unacceptable behaviour	22	43	21	41	2	4	0	0
The school takes account of my suggestions and concerns	25	49	23	45	0	0	0	0
The school is led and managed effectively	19	37	30	59	0	0	0	0
Overall, I am happy with my child’s experience at this school	25	49	25	49	0	0	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](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 school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 November 2011

Dear Pupils

**Inspection of Fletching Church of England Primary School, East Sussex  
TN22 3SP**

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

- The school looks after you extremely well and you all make good progress in your learning.
- You all make an excellent start in the Reception classes.
- You behave extremely well, get along with each other and feel very safe in school.
- You all have very good ideas on how to make things better.
- You have a good understanding of how to live healthily.
- You find lessons interesting and really enjoy school.
- There are plenty of exciting things for you to do both in school and on visits and in clubs.
- The acting headteacher and staff manage the school well.

Even in good schools, there are some things that could be better. We have asked the teachers to make sure that they all make their lessons as exciting as possible and set you work that closely matches your interests and needs. There have been quite a few changes in the school recently. We want the headteacher and all staff to make sure these are all put into place as quickly as possible so that you can all enjoy the things they have decided to do as much as possible.

All of you can help by continuing to listen carefully and take note of what the teachers say so that you can all make the best possible progress in your learning.

Yours sincerely

David Marshall  
Lead inspector

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