

Chantry Community Primary School

Barrack Road, Bexhill-on-Sea, TN40 2AT

Inspection dates 13–14 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- The headteacher has driven forward improvement successfully. Regular checks on teaching have helped to secure improvements over time. As a result, achievement is now good.
- Teaching is typically good and some is outstanding, so that pupils achieve well.
- The teaching of reading is well established and effective, so that attainment in reading is consistently above average.
- Teachers are committed to improving their practice and there is a strong sense of teamwork.
- Pupils behave well and feel safe. They are enthusiastic about school. Their enjoyment is reflected in above-average attendance rates.
- The governing body has played an active and successful role in school improvement and understands the school's strengths and development needs well.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching to secure outstanding achievement.
- Pupils do not always have enough chances to take responsibility for their own learning.
- Occasionally, teachers' expectations of pupils are not consistently high in different subjects to sustain a rapid pace of learning.

Information about this inspection

- Inspectors observed 15 lessons and part lessons, including two joint observations with the headteacher and deputy headteacher.
- Discussions were held with the headteacher, members of the governing body, the Chair of Governors, a local authority representative, senior leaders, staff and pupils.
- The inspector took account of 25 responses to the online questionnaire (Parent View), in addition to 17 responses to the staff questionnaire.
- The inspector observed the school’s work and analysed a range of documents and policies, including the school improvement plan, information about pupils’ progress, attendance records, safeguarding documents and a sample of pupils’ work.

Inspection team

Julie Sackett, Lead inspector

Additional Inspector

Carol Vant

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, service families and children in local authority care) is below the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- There is an early morning play club, called 'Early Birds', which is managed by the school and was included in this inspection.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to lift achievement by:
 - making sure that all teachers expect the most of all pupils so that their progress speeds up
 - increase opportunities for pupils to take responsibility for their own learning by allowing them, for example, to select the methods and resources that they know will be helpful in tackling activities
 - making sure that all lessons are well paced so that pupils are strongly engaged, excited about their learning and keen to do their very best.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress as they move up through the school. In the past, pupils' progress has been more rapid in reading and writing than in mathematics. The school has introduced a range of successful initiatives to address this, including more opportunities for pupils to talk about their mathematical understanding and to apply mathematics skills to investigations. School information shows that pupils' progress in mathematics is speeding up as a result.
- Children's skills and understanding when they join the Reception Year vary from year to year, although typically they are below those expected for their age, especially in communication and literacy skills. Children make good progress in the Early Years Foundation Stage, particularly in the development of personal and social skills.
- Pupils' attainment has been steadily improving over time and is broadly average by the end of Year 6. This represents good progress from pupils' starting points. A dip in attainment in mathematics in 2012, which was largely due to a number of changes in staffing for this cohort, has been successfully addressed by the school. The school is now in a more settled period and the overall quality of teaching over time has improved.
- Inspection evidence, including the school's information about pupils' progress and a scrutiny of pupils' workbooks, shows that more pupils are now on track to exceed national averages in reading, writing and mathematics by the end of Year 6 in 2013.
- Reading is given a strong focus in the school. The school is responsive to pupils' changing needs and the teaching of reading is regularly reviewed and updated. For example, the results of the Year 1 reading screening check has contributed to changes in the way that the link between letters and sounds is taught (phonics) so that teaching is more sharply focused to individual needs. Developments such as these have contributed to consistently above-average standards in reading by the end of Year 6.
- The pupil premium is used to fund specialist teachers and teaching assistants who provide support for pupils who need extra help, such as one-to-one reading support. As a result, eligible pupils make good progress, in line with their peers.
- The school is successfully closing the gap between pupils known to be eligible for free school meals and pupils nationally, particularly in English. The average point score for this group was above the national average in 2012 and the gap between this group and pupils nationally is narrowing.
- Disabled pupils and those who have special educational needs make similar progress to their peers and achieve well over time because support is used flexibly and carefully tailored to individual needs. The very few pupils who speak English as an additional language also make good progress.
- Achievement is not yet outstanding because there have been slight differences in the progress pupils made in different subjects in the past and there is not enough outstanding teaching.

The quality of teaching is good

- Effective teaching is characterised by good quality questioning to move pupils' learning forward, valuable marking which means that pupils know what they have done well and how they can improve, and good levels of challenge, including for more able pupils.
- In some year groups, opportunities for pupils to be responsible for aspects of their learning are well developed, so that pupils are confident about making choices in their learning and developing independence.
- For example, in Year 2, pupils are routinely encouraged to select practical resources that they feel will be helpful in tackling mathematics activities. As a result, pupils' confidence in tackling challenging tasks is rapidly growing, particularly in mathematics. However, in a few lessons, pupils are not actively involved enough in their learning, so that a small number of pupils lose

concentration and their progress slows.

- Improvements in the quality of teaching over time, including increased expectations and more opportunities for pupils to apply basic skills to investigational work in science and mathematics, mean that the work set for more able pupils is challenging and stimulating. As a result, the progress made by these pupils is good, and accelerating. School information about pupils' progress shows that more pupils are on track to achieve the higher levels in reading, writing and mathematics in 2013.
- While there is some outstanding teaching, there is not enough to make the most of pupils' progress. Occasionally, in a few lessons, expectations are not high enough, so that the pace of learning slows slightly, and opportunities are missed to involve pupils in making choices about their own learning.
- The teaching of reading is effective and well established. As a result, pupils achieve well in reading and enjoy books. Daily reading sessions and specialist one-to-one support for those pupils who need extra help contribute to the consistently good progress made by pupils as they move up through the school.
- Developments in the teaching of mathematics, including more opportunities for pupils to talk about their learning and to complete investigations and problem-solving tasks, mean that pupils are increasingly confident in tackling mathematical activities and their progress is speeding up.
- Typically, teaching assistants play a confident and active role in supporting pupils' learning, both within lessons and when working with small groups. This makes a positive contribution to the school's strongly inclusive ethos and the good progress made by disabled pupils and those who have special educational needs.

The behaviour and safety of pupils are good

- Pupils told inspectors, 'We're not perfect, but we're good!' Inspection evidence, including records of behaviour over time, was consistent with this view. Most of the parents who responded to Parent View agree that pupils are well cared for in school and that they behave consistently well.
- Pupils' attitudes to learning are good and, where teaching is outstanding, pupils demonstrate a hunger for learning. Behaviour is not yet outstanding because, while the vast majority of pupils behave well, a few pupils lose concentration on those occasions when the pace of teaching in lessons slows slightly.
- The school very successfully promotes good relationships so that pupils feel valued. Pupils are polite and courteous and welcome visitors to their school. Pupils respect each other and value friendships.
- Pupils told inspectors that they feel very safe. They appreciate security arrangements in school and are confident that any concerns they have are sorted out promptly by adults. They know about different types of bullying and told inspectors, 'We take it seriously!' School records support pupils' perception that incidents of bullying are rare.
- The school is committed to securing equal opportunities for all and the school ethos is strongly inclusive. Discrimination is not tolerated and there have been no racist incidents over the past two years.
- The Early Birds play club provides a calm and positive start to the school day for those pupils who attend.

The leadership and management are good

- A continual drive to improve the quality of teaching has resulted in improved teaching and achievement and there is a shared drive for further school improvement. Teachers regularly talk about their practice and share ideas with each other. They are keen to improve further and staff

morale is good. Most parents express confidence in the school.

- The roles played by senior and middle leaders have developed well so that leadership is shared more widely. The headteacher is very ably supported by the recently appointed deputy headteacher, so that the leadership team has been further strengthened. Leaders have a clear picture of the school's strengths and development needs. As a result, the school is well placed to maintain and increase the pace of improvement.
 - Pupils enjoy school because the topics are well planned and there are plenty of opportunities for them to learn through practical activities, such as the regular residential trip in Year 6 and a wide range of design and technology projects. Pupils' spiritual, moral, social and cultural development is promoted well through topics such as 'Ancient Egypt' and through the many opportunities for pupils to complete high quality artwork using a range of media. One pupil said: 'When you get to Year 6, you look back and realise that school has been amazing!'
 - The local authority has provided light touch support for this good school.
 - **The governance of the school:**
 - The governing body shares the headteacher's high expectations and is determined to secure the highest outcomes for pupils. Governors demonstrate an appropriate balance between providing support and challenge for senior leaders and have made a very positive contribution to improvements in the quality of teaching and pupils' achievement. Governors are regular visitors to the school, including participating in training events alongside members of staff. They are well informed about standards of teaching and know how targets for teachers are used to support improvements in teaching and how pay rises are linked to pupils' progress. The compilation of a 'data wall' (a summary of some of the school's key information about teaching and learning) has provided a helpful overview of the school's performance in relation to other schools nationally and has sharpened the focus on pupils' achievement. For example, governors know how funds, such as the pupil premium, are being used to raise pupils' achievement. Safeguarding arrangements are systematic and robust and ensure that statutory requirements are met.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	114427
Local authority	East Sussex
Inspection number	401433

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Anthony Thomas
Headteacher	Christine Dickens
Date of previous school inspection	22 September 2009
Telephone number	01424 211696
Fax number	01424 819945
Email address	head@chantry.e-sussex.sch.uk

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