

St Mary's Church of England Primary School

Windmill Lane, East Grinstead, West Sussex, RH19 2DS

Inspection dates 20–21 March 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

- Pupils achieve well and make good progress in mathematics and especially in reading.
- Children have a good start in the Early Years Foundation Stage because they benefit from good teaching and a stimulating environment.
- Disabled pupils and those with special educational needs achieve at least as well as their peers because of the appropriately targeted support they receive.
- Pupils' attainment is above average in English and mathematics by the end of Year 6, and stronger in reading and mathematics than in writing.
- Pupils benefit from teaching that is typically good, sometimes outstanding. Relationships are excellent, built on mutual respect.
- Pupils are courteous, behave well and feel safe.
- Since the last inspection, the school's leaders have worked hard to develop rigorous systems to monitor and track pupils' progress.
- Senior leaders, including governors, are unrelenting in their drive to achieve the highest standards. This has ensured that teachers are held accountable for the progress of the pupils within their class.

It is not yet an outstanding school because

- Pupils do not make as much progress in writing as they do in reading and mathematics because writing activities are not always purposeful, stimulating or developed sufficiently across other subjects.
- Not all pupils make consistently rapid progress throughout the school. Sometimes, a few of the more able pupils are not given hard enough work.
- Teachers and teaching assistants do not always deepen pupils' understanding through skilful questioning.

Information about this inspection

- The inspection team observed 13 lessons. Twelve of these were jointly observed with either the headteacher or deputy headteacher. The team also observed two intervention groups, breakfast and lunch clubs.
- Inspectors heard pupils read and visited an assembly, led by the headteacher.
- Meetings were held with a group of pupils, two governors, the school's middle and senior leaders, and a representative of the local authority.
- The inspection team took account of the 67 responses to the online Parent View survey, the 14 parents interviewed on the playground and one letter received. The team also considered the 23 responses from the school staff.
- The inspection team looked at a range of documents, including the information on pupils' progress for the current year and for the previous three years, reports to governors, minutes of meetings of the governing body, and reports from the local authority representative.
- Inspectors also examined the school's self-evaluation, development plan and arrangements for the performance management of staff, as well as the school's safeguarding procedures, school policies and records relating to behaviour, attendance and safety.

Inspection team

Jill Thewlis, Lead inspector

Additional inspector

Wendy Forbes

Additional inspector

Full report

Information about this school

- St Mary's is smaller than the average-sized primary school.
- The vast majority of pupils are White British.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average, as is the proportion supported through school action plus or with a statement of special educational needs.
- The proportion of pupils supported by the pupil premium, which is additional government funding to support pupils known to be eligible for free school meals, looked after children and children of service families, is below that found nationally. There are no children of service families in the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection, the school has experienced some changes in staffing. In the absence of a permanent Early Years Foundation Stage leader, this role is currently being covered by the deputy headteacher, who is also responsible for inclusion. The teaching of the Reception class is currently being covered by a temporary member of staff. Arrangements for governance have changed and two governors now share the joint role of Chair of the Governing Body.

What does the school need to do to improve further?

- Improve teaching so that more of it is outstanding by:
 - making sure that lesson introductions are more succinct so that pupils have more time and opportunity to investigate and find things out for themselves
 - setting more challenging work for those pupils who are capable of doing harder work
 - making sure that all lessons move at a brisk pace.
- Accelerate pupils' progress in writing by:
 - providing more stimulating opportunities for pupils, particularly those who are more able, to practise their writing skills in other subjects and to write at length
 - ensuring that teachers skilfully question and routinely challenge pupils so that they know and understand how to plan, develop and extend their writing.

Inspection judgements

The achievement of pupils is good

- Children enter Reception with skills broadly typical for their age. They make good progress in their learning because teaching, planning and assessment have improved since the previous inspection.
- Children enjoy their learning. Excited children giggled with surprise as they investigated which materials would make the best 'tea bag'. As one child exclaimed, 'You just wouldn't believe it!' A balance of activities led by adults and those initiated by the children, both inside and outside the classroom, develop confidence and independence in children. The promotion of early reading and writing have ensured that children make secure progress in learning to recognise, read, and sometimes write, simple words.
- Pupils throughout the school achieve well. Results in the national tests over the last three years indicate a pattern of attainment that is above average in reading, writing and mathematics. The school's comprehensive tracking system shows that pupils are on target to achieve the challenging targets set for 2013.
- Attainment in reading is above average at the end of both Key Stage 1 and Key Stage 2. Children say they enjoy reading, with one pupil commenting, 'I like fiction books because it is like you are in their world.' The outcomes of the Year 1 phonics screening check last year were broadly average. The school has supported those children who were unsuccessful and tracking information shows that these children have made good progress since that time.
- Since the last inspection, marking and assessment procedures have been introduced to ensure that pupils know how to improve their work. The implementation of a new calculation policy, the school's tracking information, and the work seen in books indicate that targets set for mathematics will be met in 2013.
- Assessment procedures for writing are being developed, together with a more coherent approach to the teaching of spelling. There are insufficient opportunities for children to practise their extended writing skills in ways that are interesting and engaging. As a result, progress in writing is not as rapid as in other areas. The school is aware of this and is amending the curriculum to ensure that opportunities for extended writing are provided within other subjects.
- The school makes good provision for disabled pupils and those with special educational needs. As a result, these children make good progress, given their starting points.
- The very few pupils who are eligible for the pupil premium make good progress in improving their English and mathematics skills, as well as their personal needs, because the school provides well-targeted good quality support. This is evident in their increased average point scores at the end of Year 6 and the narrowing of the gap between these children, other pupils in the school and those nationally.

The quality of teaching is good

- Teaching is typically good, with some that is outstanding. Teachers have high expectations and pupils want to do well.
- Teaching in Reception is effective. Planning is good because it is informed by assessment, ensuring that activities are well matched to the needs of the children. As a result, pupils learn well and make good progress.
- The teaching of phonics has been strengthened through the introduction of a more systematic approach. As a result, pupils are better able to make links between sounds and letters and use these effectively in their reading.
- Teaching makes a significant contribution to pupils' spiritual, moral, social and cultural development, especially during times given to reflect on their learning and through setting high expectations for behaviour. Pupils in Year 6 enjoyed the opportunity to learn about the cultural

background of a visiting group of Tanzanians, arranged through partnership with the local secondary school. Pupils say that 'learning is fun'.

- Pupils' work is marked regularly. Teachers provide next steps in learning and identify where pupils have met targets. This helps pupils to see the progress they have made. Pupils report that they are proud to 'polish' their work by using silver and gold pens.
- Since the last inspection, the use of assessment information has improved. Teachers plan lessons carefully, making sure that when pupils move into their various groups or individual tasks, most are challenged at the right level by stimulating and relevant learning activities. However, on a few occasions, teachers work through too many examples during lesson introductions. This means that those pupils who already understand what to do are not able to get on and learn more quickly at their own level and have less time to show and develop more initiative in their learning.
- Most teachers skilfully question pupils to check their understanding, challenge their thinking and develop their ideas, but this is not consistently so in all classes. This means that pupils' learning and progress in a small number of lessons is slower than it might otherwise be. On occasions, particularly in writing, pupils are not challenged enough.
- Disabled pupils and those with special educational needs are taught well and have effective support that enables them to make good progress. As a result, their attainment has improved in English and mathematics, when compared with that of pupils nationally.

The behaviour and safety of pupils are good

- Pupils are courteous and embody the school's single school rule of respect.
- They are justifiably proud of their school and of their achievements. The atmosphere in the school is calm, orderly and purposeful.
- Parents and pupils are confident that pupils are safe. Playtimes and lunchtimes are well supervised. Older pupils take on additional responsibilities, for example as corridor monitors at lunchtime. Pupils are usually able to resolve minor disagreements themselves.
- Pupils understand about different forms of bullying, including cyber-bullying and name-calling, and know how to keep safe. They are confident that the few incidents of poor behaviour will be dealt with rapidly and effectively. Pupils report that 'the headteacher is really funny and really good at sorting things out'. The overwhelming views of parents and pupils are that good behaviour is typical.
- Attendance is above average. An older child said, 'It's all about value and respect for each other.' Parents report that children 'skip into school each day'.
- In lessons, pupils usually work collaboratively in a mature manner, demonstrating that the values and ethos of the school are part of the daily routine.
- The achievements of pupils are celebrated weekly. The celebration of success is integral to the growth of self-esteem and to the development of pupils' spiritual, moral, cultural and social awareness.

The leadership and management are good

- Since the last inspection, the dynamic headteacher, supported by senior leaders, has enhanced the leadership of the school by developing the skills of leadership in others. As a result, these teachers have provided training for staff in measuring pupils' progress, enabling them to plan, teach and assess more effectively.
- Pupil premium funding is used appropriately to enhance the personal development and self-esteem of eligible pupils, together with improving their skills in English and mathematics.
- Leadership and management are not yet outstanding because there is insufficient outstanding

teaching to ensure that pupils' progress is rapid and sustained over time.

- Meticulous methods of tracking, measuring pupils' progress and checking the quality of teaching have led to improvements in both teaching and achievement, indicating the school's strong capacity to improve further.
 - The arrangements for the performance management of teaching staff are robust. They are closely linked to pupils' progress and to salary progression. Appropriate training is provided to enable all staff to develop their skills. As a result, the quality of teaching has improved over time.
 - Activities which involve pupils' learning about others' beliefs promote tolerance and understanding of ethnicity and diversity. All pupils are treated equally and, through appropriate support, leaders ensure that all pupils, including disabled pupils and those with special educational needs, achieve well.
 - There are good links with parents and carers, and with the community. Parents feel welcome in the school. The response of parents to the online Parent View survey and in conversations was wholly positive. Parents value the close communication with the school and the fact that the school treats each child as an individual.
 - Safeguarding arrangements meet statutory requirements. Meticulous checks are in place to ensure pupils' safety.
 - The curriculum is broad and balanced and is enhanced by a range of visitors. Pupils benefit from residential trips. Strong links with the local secondary school enable pupils in Year 6 to prepare effectively for the next stage of their education.
 - The local authority has provided good support for the school, which has contributed well in continuing to strengthen the school's systems and complementing further 'bought-in' support.
 - **The governance of the school:**
 - Governors are reflective and effective, having re-structured the governing body to involve all governors in monitoring. They undertake regular training. They have a clear understanding of the strengths and areas for development and challenge the school's leaders appropriately. Governors receive regular reports about the progress of pupils and understand the impact on those in receipt of the pupil premium. They know how the performance of their school compares with that of others locally and nationally. Governors are kept informed about the quality of teaching and make decisions about pay progression in relation to this. Governors ensure that the school's finances are secure and they are involved in the evaluation of the school development plan, including the setting of new objectives based on the previous year's outcomes.
-

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	126055
Local authority	West Sussex
Inspection number	402373

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

Type of school	Primary
School category	Church of England (Aided)
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Gillian Santi and Peter Montagon
Headteacher	Richard Townshend
Date of previous school inspection	9–10 June 2010
Telephone number	01342 323858
Fax number	01342 300678
Email address	office@st-marys-eastgrinstead.w-sussex.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

