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Mrs Alison Flynn
Executive Headteacher
East Hoathly Church of England Primary School
Church Marks Lane
East Hoathly
Lewes
East Sussex
BN8 6EQ

Dear Mrs Flynn

Special measures monitoring inspection of East Hoathly CofE Primary School

Following my visit to your school on 3 and 4 July 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in November 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time the school is making reasonable progress towards the removal of special measures. Newly qualified teachers can continue to be appointed.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body, the Director of Children's Services for East Sussex, and the Diocese of Chichester.

Yours sincerely

John Seal
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in November 2012

- Improve the quality of teaching provided by teachers and support staff so that all pupils make at least good progress, particularly in mathematics and writing by:
 - having higher expectations of what all pupils can accomplish in each lesson
 - asking pupils challenging and probing questions
 - checking how well pupils are learning throughout each lesson so that they can be moved on to their next steps rapidly or given extra help when needed
 - quickly spotting and correcting any mistakes that pupils are making
 - making sure that adults do not talk for too long so that lessons keep all pupils interested and involved
 - ensuring activities are suitable for all pupils, particularly children in Reception, disabled pupils, those with special educational needs and the most able.
- Increase the effectiveness of all leaders so that standards rise and rapid, lasting improvements are made to teaching and learning by:
 - developing the skills of middle leaders so that they contribute fully to driving up standards
 - senior leaders setting and reviewing targets for teachers to help them improve their work and holding them to account for the difference they make to pupils achievements
 - governors challenging leaders and holding them to account for the use of the extra funding such as the pupil premium and for the progress that all pupils make
 - seeking an external review of governance to help improve this aspect of leadership
 - including measurable steps in the school improvement plan so that governors can check regularly that enough progress is being made towards reaching the goals set.

Report on the second monitoring inspection on 3 and 4 July 2013

Evidence

The inspector observed the school's work, scrutinised documents and pupils' work. He met with the executive headteacher, acting headteacher, groups of pupils, staff, and representatives from the governing body and local authority.

Context

Since the previous monitoring inspection the teacher of the Years 2 and 3 class left. The class is currently being taught by the acting headteacher and a supply teacher until the end of the summer term.

Achievement of pupils at the school

The school's analysis of its assessment information, in pupils' books and work seen during lessons indicates that a much higher proportion of pupils are making the progress seen nationally in reading, writing and mathematics. An increasing proportion of pupils' progress is better than expected nationally. Pupils' standards of attainment in mathematics and writing have improved noticeably since the inspection in November. Those pupils who have been identified as disabled or with special educational needs are making progress that is at least as good as their peers. The additional activities supporting pupils who are receiving pupil premium funding are enabling them to learn more quickly and close the attainment gap with their peers.

The quality of teaching

The proportion of well-taught lessons has increased significantly since the inspection. Teachers plan and prepare for lessons with a high level of consistency, setting work which is appropriate to pupils' needs and abilities. The daily focus on 'letters and sounds' is improving pupils' knowledge and understanding of literacy skills across the school. Higher levels of expectation are reflected in the work set which has enabled pupils to accelerate their learning. Questioning is developing well and used effectively to check how much pupils have learned, but this information is not consistently used to adapt or change the work set during the lessons. The marking of books is regular, conscientious and increasingly provides pupils with suggestions and messages about what their next steps should be to improve; written work in English has stronger examples than in mathematics where there are still some inconsistencies. For example, it is not always clear if pupils have been given opportunities to correct work or practise any strategies they are struggling with. Most lessons have a good pace to them with teachers and some teaching assistants providing pupils with succinct instructions. This enables pupils to spend more time learning. An increasing number of pupils are less reliant on teachers when

completing their work. In Reception, the learning environment has been transformed, allowing children to learn independently and move freely between indoor and outdoor activities. Pupils who spoke to the inspector said they feel they are learning more.

Behaviour and safety of pupils

Pupils are very well behaved and have extremely positive attitudes towards their learning. The school has developed a comprehensive anti-bullying policy and bullying is very rare. Pupils say they feel safe and are cared for. During lessons, most pupils are fully engaged in activities and keen to answer teachers' questions. They work well in pairs and groups. In one lesson, a Year 6 girl was seen giving good advice about how to work out the division of decimal numbers. Younger children in Reception become engrossed in the range of practical activities prepared for them and are keen to talk about what they are learning. Pupils' attendance is regular and there have been no exclusions.

The quality of leadership in and management of the school

The executive headteacher and acting headteacher have set a clear course for the school's improvement. As a result, staff have a common understanding of what the priorities are and their roles in contributing to pupils' achievement and better teaching. Plans for improvement closely match the priorities from the inspection report. The plans have regular points in time where senior leaders including the governing body check the progress of the school against ambitious targets. Many of these targets have been met or exceeded. The quality of teaching and pupils' work is frequently checked. Information about pupils' achievement is rigorously collected and analysed. The information is used well by senior leaders to hold teachers to account for the progress made by all groups of pupils in their classes. Staff are beginning to work well as a team to plan the delivery of subjects over time. Plans to develop the skills of middle leaders and involve them in improving the school's performance are well advanced, but as yet this aspect of the school's leadership is underdeveloped.

Governors are developing their ability to hold senior leaders to account for the school's performance. They are gaining a more accurate view of the school's performance through regular reports from senior leaders and visits to lessons and meetings with teachers. Appropriately challenging questions are asked in meetings regarding pupils' achievement and how the school accounts for the pupil premium funding.

External support

The local authority provides effective support. This has included additional funding and specialist advice from literacy, numeracy and Early Years Foundation Stage advisors. Governors have received training and support and an external review was

carried out by the local authority in order to improve their ability to hold the school to account. Regular monitoring visits by a senior school improvement officer ensure the school is on course. The school's progress is reported to senior officers and council members. The partner school continues to provide additional expertise and experience. Consequently, opportunities to share good practice, develop new ways of working and support newly qualified teachers continue to be effective.