

Chiddingly Primary School

Muddles Green, Chiddingly, East Sussex, BN8 6HN

Inspection dates

6–7 November 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards in reading, writing and mathematics at the end of Key Stage 1 and Key Stage 2, while improving, are not consistently high enough.
- Teaching, though improving, is not yet consistently good. It does not always match all pupils' academic needs and abilities. More able pupils are not always challenged sufficiently.

The school has the following strengths

- The strong leadership and high expectations of the headteacher, together with other senior leaders and governors, have rapidly improved the quality and stability of teaching across the school.
- Most pupils from all backgrounds now make rapid progress in their learning as a result of improved teaching.
- Teaching in the Early Years Foundation Stage and Key Stage 1 is particularly strong. Children and pupils learn well as a result.
- Pupils demonstrate good attitudes towards learning and have increasingly high expectations of themselves. Their behaviour towards each other and to adults is good. Pupils are looked after very well and feel safe and happy in the school.

Information about this inspection

- The inspector saw teaching in every class. He observed one assembly, seven lessons and pupils' behaviour in the playground. All lessons were observed jointly with the deputy headteacher.
- Discussions were held with pupils, two members of the Governing Body, the deputy headteacher and other members of staff.
- The inspector observed many aspects of the school's work, including supervision and support for pupils who need extra help. He heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspector looked at a number of documents, including plans for what pupils will learn in each subject, plans for the school's future development, the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is checked and tracked and records of how the quality of teaching is checked.
- The views of parents and carers were taken into account through taking note of the 22 responses to the online Parent View survey and discussions with four parents
- Staff views were taken into consideration by looking at questionnaires completed by 10 staff members and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is a much smaller-than-average-sized primary school. Fewer than 11 pupils were in the cohort that sat national tests at the end of Key Stage 2 last year.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is much lower than the national average. This extra money is provided for children in local authority care, children with a parent in the armed services and those known to be eligible for free school meals. There are no pupils with a parent in the armed forces, very few pupils eligible for free school meals and one pupil in local authority care currently on roll.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average, while the proportion who are supported at school action plus or have a statement of special educational needs is higher. Some of these pupils have speech, language and communication needs, whilst others have behaviour, emotional, or social difficulties or other needs. One pupil currently has a statement of special educational needs and has more complex learning needs. There are a very low number of disabled pupils and those with special educational needs currently on roll.
- Almost all pupils are of White British heritage.
- The number of pupils joining or leaving the school other than at the usual times is higher than in most other schools. This is mainly due to pupils arriving at the school other than at usual times.
- The school currently consists of four classes. All classes except those in the Early Years Foundation Stage are organised to contain two year groups.
- The headteacher took up her post in January 2012. The deputy headteacher took up her post as permanent deputy headteacher in April 2013. The Year 1/2 teacher is a newly qualified teacher and took up her post in September 2013.

What does the school need to do to improve further?

- Ensure that all teaching is consistently good or better by:
 - giving all pupils written feedback that informs them how to improve their work, especially with regard to the presentation of their writing
 - making sure that all pupils receive teaching that matches their academic needs and abilities.
- Improve pupils' results at the end of Key Stage 1 and Key Stage 2 by increasing the level of challenge offered to the more able pupils.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' results in reading, writing and mathematics at the end of Key Stage 1 and Key Stage 2, especially at the higher levels, are lower than in most other schools. Pupils' progress in previous years has also been too slow. This is why the achievement of pupils requires improvement.
- Children do well in the Early Years Foundation Stage. Most children start school with skills that are expected for their age and make expected or better than expected progress in all areas of their learning as they move through the Reception Year. All children achieve well by the time they join Year 1.
- Results of national screening in phonics (linking letters to the sounds they make) have been lower over time than in most other schools. However, recent secure improvements to the quality of teaching mean that Key Stage 1 pupils' progress in phonics is now much faster than in previous years. These improvements to teaching have also led to substantially improved results in national tests at the end of Key Stage 1, though these still remain lower than in most other schools.
- Results of national tests at the end of Key Stage 2 have steadily improved since 2011, and all Year 6 pupils attained expected standards in reading and writing in 2012. However, pupils' results in reading, writing and mathematics dropped sharply in 2013 and were much too low. Similarly, the progress pupils made in Key Stage 2 was much too slow, especially in writing. This situation was because of poor and inadequate teaching and a very high staff turnover in Years 5 and 6. Both these problems have now been eradicated from the school.
- Pupils, including those receiving support through the use of pupil premium funding and disabled pupils and those with special educational needs, now make progress much more rapidly than in previous years. The vast majority of pupils now make progress at least in line with national expectations and a large minority of pupils make better than expected progress. This is because of secure improvements to teaching.
- Pupils are heard to read regularly and the books they read are matched to their needs and abilities. Pupils demonstrate a love of reading and talk with enthusiasm about the books they read. For example, a group of Year 6 pupils talked passionately about the authors that they liked.
- Pupils made good progress during the great majority of lessons seen during the inspection. This was because they found their lessons engaging and worthwhile.
- A large majority of pupils present their work to a good standard because most teachers actively promote good writing habits. However, too many exercise books contain writing that is poorly presented.
- A large majority of parents express positive views about the achievements and progress made by pupils at the school. Pupils take pride in their achievements and the quality of their learning.

The quality of teaching

requires improvement

- Teaching across the school, though improving in quality, has not led to consistently high enough results for all pupils. The level of challenge given to more able pupils is not always sufficient. Teaching is not always well matched to individual pupils' academic needs and abilities. These are the reasons why the quality of teaching requires improvement.
- Teaching in the school is now stable and of a much higher quality than in 2012–2013 and much teaching across the school is good. All inadequate teaching has been eradicated from the school. As a result, pupils now make rapid progress, though their overall achievement remains too low.
- Teaching in the Early Years Foundation Stage and Key Stage 1 is particularly strong. Classrooms

are very well presented and used and children and pupils learn productively at all times. Teachers utilise play and practical resources very effectively to engage children and pupils and develop their learning. For example, one outstanding Reception mathematics lesson made very good use of a bowling game to develop children's addition skills.

- The quality of teaching in Key Stage 2 has risen substantially since the appointment of the deputy headteacher, though it is not yet as consistently effective as that found in other parts of the school. The best teaching seen contained good opportunities for pupils to critique each other's work and ideas. For example, in a good Year 5/6 English lesson, pupils identified effective features of each other's writing and explained the effects they had on the reader. This led to deeper understanding about how to build up tension in mystery stories.
- The less effective teaching seen did not match activities to pupils' academic needs of abilities sufficiently, and teachers did not always monitor pupils' learning and quality of work sufficiently. This sometimes led to slower and less effective learning. Sometimes expectations of more able pupils were too low and not enough was asked of them.
- All teachers give pupils clear advice about how to progress further during lessons, but the written feedback that pupils receive is too variable in quality. Pupils are not always given sufficient advice about how to improve the presentation of their writing. As a result, some writing produced, including by some more able pupils, is poor in quality.
- Teaching assistants support pupils, including those with disabilities or special educational needs, well. They ensure such pupils fully engage with their lessons and learn well.
- Pupils interviewed by the inspectors said that they enjoyed their lessons and felt supported and helped by their teachers. They liked their homework because they find it relevant, helpful and interesting. However, some pupils reported that their homework was too easy.
- A very large majority of parents express positive views about the quality of teaching that their children receive.

The behaviour and safety of pupils are good

- Pupils take pride in their learning and demonstrate increasingly high expectations of themselves. Positive attitudes towards learning are developed well by the school. For example, in one good Year 1/2 mathematics lesson, the teacher asked the pupils, 'Are you ready to learn?' and the pupils enthusiastically responded as one, 'We were born ready!'
- There are a few times, however, when pupils become too noisy or allow themselves to get distracted from their learning. This happens most when teaching is not well matched to pupils' needs. This is why the behaviour and safety of pupils are not outstanding.
- Pupils' behaviour in lessons, in the playground and when travelling around the school is of a high standard. They are courteous and considerate at all times. Relationships between pupils and adults and pupils and other pupils are good, and there is a high degree of respectfulness consistently on display. Pupils are good at working together and listening to each other well.
- Pupils know how to keep themselves safe, including when online. They understand why bullying and extreme behaviour such as racism are not acceptable. Pupils who talked to the inspector did not feel that there is any bullying in the school and felt safe and well looked after.
- The school operates an effective behaviour management system and is clear about the standards of behaviour that are expected. Pupils' behaviour is monitored carefully and effectively and not allowed to get out of hand.
- Parents and staff are positive about behaviour and raise no serious concerns. A large majority of parents who expressed an opinion thought that behaviour in the school was good and that their children were cared for well.
- Attendance has improved over time and is now higher than in most other schools. This is because of the school's rigorous and effective attendance policy and because pupils enjoy coming to school.

The leadership and management are good

- The headteacher, senior leaders and governors have high expectations of pupils' progress and teaching. All staff know what is expected of them. The school pursues excellence at all times.
- The quality of teaching is scrutinised rigorously and systematically. Strong actions by the headteacher have led to an eradication of all inadequate teaching and ensured stable and capable staffing across the school. As a result, pupils are making more rapid and secure progress than in previous years. However, pupils' overall achievement is still too low, which is why leadership and management are not outstanding.
- The school's evaluation of its strengths and priorities for development is thorough and accurate. Actions designed to improve the school are clearly identified in the school's development plan and well judged. Teachers are set targets relating to improvements in the quality of teaching and in pupils' results and progress. Decisions about possible pay awards to staff are explicitly linked to their success in meeting these targets.
- The subjects pupils learn are stimulating and wide-ranging. Pupils explore cultural diversity well through exploration of topics such as 'the role of the mosque'. There are good opportunities for pupils' spiritual, moral, social and cultural development through the school's imaginative use of the forest school and exploration of themes such as 'citizenship and pupil voice'. Equality of opportunity is promoted well.
- Sports premium funding is used to develop the school's teaching of physical education and sport. Teachers' skills in this area are being increased through the input of an outside specialist.
- Pupil premium funding is spent on effective one-to-one tuition and the provision of a nurture room. These have led to improvements in the engagement and behaviour of particular pupils and contributed to the more rapid progress now being made by eligible pupils.
- The school ensures that all pupils are safe. It keeps appropriate and up-to-date records of its work in this area and meets statutory requirements.
- The local authority has provided much support to the school, particularly as it came out of special measures. The local authority has contributed training and advice and checked the quality of pupils' work.
- The headteacher and school leadership team have the well-judged confidence of the school's governing body, the local authority, a very large majority of parents and all of the staff.
- **The governance of the school:**
 - Governors offer a good level of challenge to the school, and have become increasingly systematic in this respect. They have been trained effectively and understand data about pupils' progress and challenge the school appropriately about pupils' results and the quality of teaching. Governors set the headteacher performance management targets that accurately reflect the key priorities of the school. They scrutinise school finances carefully, including the use and results of pupil premium funding. Their impact on the school's drive for improvement is good.

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	114391
Local authority	East Sussex
Inspection number	429509

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	70
Appropriate authority	The governing body
Chair	Alan Brundle
Headteacher	Helen Elliot
Date of previous school inspection	29–30 May 2012
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