

Peasmarsh Church of England Primary School

School Lane, Peasmarsh, Rye, TN31 6UW

Inspection dates 5–6 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Require improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Too many pupils make inadequate progress in Key Stage 2, especially in mathematics. Attainment at the end of Year 6 in reading and mathematics was significantly below average in 2013.
- Teachers do not take sufficient account of what pupils already know and understand. Consequently, work is not matched precisely to their needs.
- Teachers do not always have secure enough subject knowledge to teach effectively, especially in mathematics.
- Marking does not indicate precisely enough what pupils have done well and what they need to do to improve and so is not helpful in promoting progress.
- Pupils are not set precise enough targets that ensure they know how to improve their work.
- The school's judgements on how well it is doing have been inaccurate over time and too generous. This has led to ineffective plans that do not address pupils' underachievement.
- Senior leaders, including governors, have not been effective in developing the quality of teaching and raising achievement because they have not set teachers appropriate targets or supported them to make necessary changes to their classroom practice.
- Some pupils find it difficult to focus on tasks during lessons when the work is too hard or too easy so they become disinterested and their attention wanders. This is why behaviour requires improvement.
- School leaders and governors have not been able to make the necessary improvements since the previous inspection.

The school has the following strengths

- The new Chair and vice chair of the governing body have a good grasp of the weaknesses in the school.
- The school promotes pupils' spiritual, moral, social and cultural development well.
- Children get off to a good start in the Early Years Foundation Stage because their needs are carefully identified and well met.
- Pupils treat each other with respect and courtesy.

Information about this inspection

- The inspector observed seven lessons or parts of lessons, five of which were conducted jointly with the assistant headteacher. All full-time teachers were observed as well as one part-time teacher.
- The inspector looked at pupils' work in those lessons as well as work they have completed over time in their books, spoke to pupils about their learning, looked at teachers' planning, considered the role of additional adults in lessons and listened to pupils read.
- Meetings were held with pupils, staff, members of the governing body and representatives from the local authority. Pupils were observed at play and during lunch, and informal discussions were held at these times.
- The 13 responses to the online Parent View survey were taken into account, along with the views parents expressed to the inspector in both correspondence and conversations during the course of the inspection. Ten questionnaires completed by staff were also considered.
- A range of documents were scrutinised, including those relating to safeguarding, child protection and behaviour, minutes of governing body meetings, the school's checks on how well it is doing and development planning and attendance figures.

Inspection team

Jeanie Jovanova, Lead inspector

Additional inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school. The school should not appoint newly qualified teachers.

Information about this school

- This is a much smaller-than-average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils who are known to be eligible for free school meals, those in local authority care and service children) is slightly below average. Currently the school receives funding for pupils known to be eligible for free school meals as there are no pupils from any other eligible groups on roll.
- The proportion of disabled pupils or those with special educational needs supported through school action is slightly higher than the national figures. The proportion supported through school action plus or with a statement of special educational needs is broadly average.
- A far smaller proportion of pupils are from minority ethnic groups than is the case nationally. There are no pupils who speak English as an additional language.
- Pupils are taught in four classes of mixed ages.
- The headteacher was absent during the inspection.
- The Chair and vice- chair of the Governing Body were elected in September 2013.
- The school meets the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching, particularly in mathematics, so that it is consistently good and raises pupils' achievement substantially and rapidly, by ensuring that:
 - teachers set pupils appropriate targets in reading, writing and mathematics that indicate clearly what they need to do to improve
 - work is precisely matched to the needs of individual and groups of pupils so that all are engaged by tasks that are at the right level for them
 - all marking is used to indicate clearly what pupils can do and what they need to do next and that teachers check that pupils act on their guidance
 - teachers are secure in their subject knowledge and use this to ensure there are no gaps in pupils' understanding which impede progress
 - pupils develop a secure understanding of basic number facts which they can use to check their answers and move on swiftly in their work.
- Improve leadership and management, including governance, in order for them to improve outcomes for pupils by:
 - taking rapid action to tackle underachievement
 - evaluating the school's strengths and weaknesses accurately, identifying what the school does well and where it needs to improve, based on realistic information about pupils' achievement and teachers' practice

- producing improvement plans that are focused and contain measurable steps that will begin to have an impact on pupils' outcomes immediately
- checking the quality of teaching carefully and regularly, giving teachers specific and helpful feedback and providing appropriate training opportunities so that teachers can improve their practice
- setting teachers measurable targets, based on pupils' achievement, that identify clearly priorities for improving their performance and provide appropriate and effective training in order to ensure targets are met
- providing teachers with appropriate support to enable them to develop key skills and secure good subject knowledge
- ensuring governors hold the school robustly to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Achievement is inadequate because, over time, pupils have made poor progress across Key Stage 2, particularly in reading and mathematics, resulting in standards that were significantly below average at the end of Year 6 in 2013. Given that attainment at the end of Key Stage 1 is broadly average, this represents inadequate progress during Key Stage 2.
- The issues that led to standards in reading being significantly below average in Year 6 in 2013 are being addressed and pupils currently on roll in the school are making better progress. This is not the case for mathematics, and current pupils are doing no better than recent leavers did.
- Pupils do not have equality of opportunity because they make inadequate progress compared to pupils nationally. There is no pattern to underachievement. Pupils from different groups are equally likely not to be making good progress and to be attaining lower than similar groups of pupils nationally.
- Disabled pupils and those with special educational needs supported both through school action and school action plus have focused support, including resources designed to alleviate some of their barriers to learning and skilled teaching assistants. However, this does not always have the required impact as their achievement is just as inconsistent as that of other groups. This means that while some of them make expected progress or better, others make inadequate progress.
- The pupil premium funding is used to provide eligible pupils with extra support in class. This has been effective in ensuring that gaps in attainment across Key Stage 1 have narrowed between those pupils entitled to the funding and other groups in school. Across Key Stage 2, the extra support means that the achievement of eligible pupils currently in school is often better than that of other groups.
- In mathematics, pupils do not always develop a secure grasp of number skills so when they attempt to solve problems involving number, including simple sequences or subtraction, they do not have the necessary understanding to complete them successfully.
- Children join the Early Years Foundation Stage with skills that vary from year to year but are usually broadly those typical of four-year-olds. They make at least expected progress across Reception, Year 1 and Year 2 to reach broadly average standards at the end of Key Stage 1 in reading, writing and mathematics.

The quality of teaching

is inadequate

- The quality of teaching is inadequate because over time it has not secured good progress for pupils across the school, especially in mathematics. Although there is some effective teaching, particularly in writing, this has not been sufficient to overcome previous underachievement.
- Teachers create opportunities for pupils to practise their reading skills across a range of subjects. However, this has not resulted in rapid progress because teachers do not match reading materials carefully enough to pupils' abilities. This means that sometimes pupils do not understand what they are reading which limits their progress. It also inhibits their ability to write about their research effectively.
- Although teachers assess pupils regularly, information about how well pupils are doing, and how much they have understood prior learning, is not used effectively to inform future planning. This means that tasks are not sufficiently well matched to the needs of all pupils so pupils do not learn well in lessons and can therefore lose focus.
- When teachers mark pupils' work in books, they are not sufficiently precise about what the pupils have done well. Teachers do not check that pupils respond to written comments. Too often marking does not provide pupils with the next steps they need to move forward in their learning. This means most pupils have little idea as to which aspects of their work need improvement, which therefore hinders their progress.
- Pupils are not set helpful targets which identify what they need to do to improve their learning in

reading, writing and mathematics and this means they do not know precisely what to do to reach the next stage in their development.

- Teachers do not always have the subject knowledge they need to be able to analyse gaps in pupils' understanding, identify possible misconceptions and know exactly what tasks would support pupils from different starting points to move forward.
- Pupils have not been taught how to use what they know about number to check their work. For example, in a mathematics lesson, pupils were attempting to complete subtractions using a range of different methods but their basic number facts, such as pairs of numbers that make ten, were too weak to enable them to complete these tasks.
- Teaching in the Early Years Foundation Stage is effective in meeting children's needs because teachers make careful and detailed observations as to what children can do and are interested in and use this information to plan appropriate learning opportunities. This ensures that children are engaged in learning and make progress because activities suit their learning needs well.

The behaviour and safety of pupils

require improvement

- Behaviour in lessons is not good enough. When tasks are too hard or too easy, pupils quietly disengage, which limits their learning. Teachers do not always re-engage pupils promptly enough.
- Although in discussion pupils demonstrate positive attitudes to learning, they do not show this in their responses in lessons where their needs are not met. For example, they do not seek clarification when they are unable to complete a task but sit passively doing nothing until an adult comes to support them.
- Pupils treat each other with respect. They know the school's mission statement ('Love learning and love your neighbour as yourself') and use it to shape their daily interactions with others. Playtimes and lunchtimes are harmonious and enjoyable because positive relationships are well fostered. All pupils, irrespective of their backgrounds, play well together. Pupils move around the school calmly and look after resources with care. Even the very youngest children are encouraged to tidy up sensibly and quickly develop the skills to enable them to use complicated resources such as the interactive whiteboard correctly.
- Pupils understand the different ways bullying can manifest itself, including over the internet or mobile phone and by excluding someone from activities or ignoring them. They say it doesn't happen at school because they all live by the mission statement. They acknowledge that pupils sometimes fall out with their friends but say these issues are usually minor and are quickly sorted out among themselves. They trust that teachers would sort out anything more serious.
- The school supports pupils with particular behavioural needs well. Records indicate that, following appropriate support, incidences of poor behaviour have decreased.
- Parents are unanimous in agreeing that their children feel safe at school. Pupils know how to stay safe in a range of situations. For example, they understand that you must never give out your personal details online nor arrange to meet anyone face to face.
- Pupils feel safe and are happy to come to school. This is reflected in their above-average attendance and punctuality.

The leadership and management

are inadequate

- Leadership and management are inadequate because senior leaders have failed to secure key improvements over time. For example, not all of the recommendations made in the previous inspection report have been met and attainment has not risen. Consequently, the school's performance has declined and leaders are not demonstrating that they can make the necessary improvements.
- The school's view of its own performance is inaccurate, being too generous, and therefore does

not lead to effective improvement planning.

- Development planning is ineffective because actions are too vague and do not have measurable outcomes to show clearly whether actions taken have been successful. This is now being addressed but has not yet had the desired effect.
- Leaders have not been effective in improving the quality of teaching because they do not give teachers detailed or precise feedback to help them improve their performance. The targets teachers are set are too vague and teachers are not given the professional support they need to meet them. Teachers, both in conversation and on the questionnaires they completed, did not agree that their professional development needs were well met.
- Although the local authority had provided a range of support to the school in the past, this had not been effective in helping the school meet all its development points and had not had sufficient impact on pupils' achievement. In response to the 2013 results the local authority has increased its support. The local authority advisor has set clear targets for senior leaders and makes regular visits to check on whether they are being implemented. External consultants appointed by the local authority completed a thorough audit and worked with the assistant headteacher and newly appointed governors to create a realistic development plan with clear, achievable steps, some of which have already been completed. It is too soon to tell what the long-term impact of these plans will be on pupils' achievement but they are far more robust than previous plans.
- There are good opportunities for pupils to apply their reading and writing skills across the curriculum, with a clear impact on outcomes. Although there are opportunities in mathematics, these have not had a similar impact in terms of achievement.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have opportunities to reflect deeply on a range of issues and trips to places of interest as well as links with schools in different settings ensure cultural horizons are broadened.
- Middle leaders have introduced a range of measures to check pupils' progress in subjects other than English and mathematics since the previous inspection.
- The school is using the new sports funding judiciously to improve pupils' participation rates in a range of activities designed to improve their physical well-being. For example, staff have been trained to be able to provide lunchtime sporting activities.
- **The governance of the school:**
 - Up until recently, governance was not effective in holding the school to account. For example; ensuring strategic decisions resulted in improvements to the quality of teaching and therefore pupils' achievement. There have been some changes which have seen a new Chair of Governors appointed from September 2013 and a governor with prior experience of effective schools being brought in as vice chair. This has strengthened the governing body, which has been decisive in shaping new improvement plans and has asked challenging questions of the school leadership team. Governors have analysed available information on pupils' attainment and progress and understand how their school compares to other schools nationally. They have availed themselves of training provided by the local authority, which has helped them develop a deeper understanding of a range of issues. For example, the link between teachers' pay, performance in the classroom and pupils' achievement. Governors also know how key funding is being spent and ask for evidence of the impact of spending on pupil outcomes. They know that the pupil premium is used to fund additional classroom support for eligible pupils and they then check on the progress of those in receipt of it to ensure achievement matches that of other groups. Governors are aware that key improvements have not been made since the previous inspection, including to the quality of teaching, and are working closely with consultants and advisers to drive improvements outlined in the new development plan. However, this has yet to have an impact in terms of improving teaching and pupils' outcomes. Governors ensure that all safeguarding requirements are met.

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	114518
Local authority	East Sussex
Inspection number	426436

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	The governing body
Chair	Paul Stout
Headteacher	Alexander McMillan
Date of previous school inspection	9–10 November 2011
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