

# Cradle Hill Primary School

Lexden Road, Seaford, East Sussex, BN25 3BA

**Inspection dates** 11–12 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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 achievement of pupils is good. By the end of Year 6, pupils' progress is strong in reading, writing and mathematics. A good proportion of pupils attain the higher Level 5 in writing.
- The quality of teaching is good. Teachers successfully build on pupils' previous learning to deepen their knowledge and understanding.
- Children in Reception make good progress and enjoy a range of activities that enthuse them and develop their basic literacy and numeracy skills.
- Disabled pupils and those who have special educational needs are making progress that is as good as that of other pupils. This is because of the personal support they receive.
- Behaviour is good. Pupils always feel safe and enjoy coming to school. They are motivated and want to be successful in their learning.
- Links with parents are very effective. Parents value the work of school leaders and teachers and say they are fully involved in the learning experiences of their children.
- The acting headteacher and other school leaders are successfully improving the quality of teaching. As a result, all groups of pupils are making good progress from their individual starting points across the school.
- Governors are taking actions which continue to improve the school's provision. They have effectively overseen changes in the school's leadership while maintaining a clear focus on enhancing pupils' achievement.

### It is not yet an outstanding school because

- Teachers' written guidance in their marking of pupils' books is not always helping them to improve their work.
- Pupils' accurate use of grammar is not routinely checked in all their subjects.

## Information about this inspection

- Inspectors observed 25 lessons, of which four were jointly observed with senior leaders. Inspectors also observed assemblies, listened to pupils read and looked at pupils' work in their exercise books.
- Inspectors met with pupils and talked with them about their work. Meetings also took place with governors and subject leaders. A telephone conversation took place with a representative of the local authority.
- Inspectors reviewed documentation covering safeguarding, the management of performance of staff, behaviour and safety, attendance and checks on pupils' attainment and progress.
- Inspectors took account of 116 responses from parents to the online questionnaire, Parent View, and eight questionnaires from staff. An inspector also talked with parents informally during the inspection.

## Inspection team

Howard Jones, Lead inspector

Additional Inspector

Wendy Hanrahan

Additional Inspector

Carolyn Steer

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- There are two Reception classes in the Early Years Foundation Stage.
- The proportion of pupils receiving support from the pupil premium funding is average. This is additional government funding to support those pupils who are known to be eligible for free school meals or those who are in care. In this school, it is applicable to pupils eligible for free school meals and those who are in care.
- When compared to national figures, the proportion of disabled pupils and those who have special educational needs supported at school action is average. The proportion at school action plus or who have a statement of educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The deputy headteacher has been acting headteacher since September 2013. A newly appointed headteacher will take up position from September 2014.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to further raise pupils' achievement by:
  - ensuring teachers' written guidance in their marking enables pupils to understand how to further improve their work
  - developing pupils' accurate use of grammar in all their subjects.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement is good. By the end of Key Stage 2 in national tests, all groups of pupils show they make good progress in reading, writing and mathematics. Pupils' attainment in writing is particularly strong at the higher Level 5.
- Children in the Early Years Foundation Stage get off to a good start in their learning. Most children enter Reception with skills below those expected for their age. They make good progress in developing their basic literacy and numeracy skills and are well prepared to continue their learning into Year 1.
- Disabled pupils and those who have special educational needs make good progress. Some pupils are especially successful in mathematics. Pupils' particular needs are being addressed through additional support so they confidently share in the full range of activities available to all pupils.
- Pupils explore a range of text in their reading and particularly enjoy books by Roald Dahl. The school's checks on pupils' use of phonics (letters and sounds) show they are using these skills with increasing confidence. Pupils say they enjoy poetry and opportunities to evaluate how characters are portrayed such as Tim the ostler, in the poem *The Highway Man*.
- The most able pupils achieve well. They are successful at the higher Level 5 in reading and writing and do especially well mathematics.
- The gap in attainment of pupils supported through the additional funding is narrowing. Eligible pupils were behind their peers in 2013 by approximately 18 months in mathematics, reading and writing. The most recent school evidence shows their progress is improving sharply within all year groups.
- The large majority of pupils achieve the national average in English grammar, punctuation and spelling by the end of Year 6. Pupils of average ability do especially well. However, pupils do not consistently develop their accurate use of grammar within all their subjects.

### The quality of teaching is good

- Teachers have high expectations and want their pupils to do well. Pupils say they enjoy coming to school because their teachers make learning so interesting. They relish the wide range of exciting activities within different subjects. As a result, pupils are enthused and their progress is consistently strong across all year groups.
- Teachers plan tasks to effectively build on pupils' previous learning, as was seen in a Year 2 literacy session in which pupils' competency in using past tense verbs was further extended through discussion, so they were successfully challenged to enhance their skills.
- Pupils' use of subject specific language is successfully extended, for example in a Year 6 mathematics lesson in which explanations on the use of scatter graphs ensured pupils deepened their understanding to interpret patterns in graphs.
- In Reception, children readily participate in activities which extend their use of literacy. In a session based on the sounds letters make, children sang and excitedly shared in actions to support their learning of new words. They then confidently used these in their own writing.
- Teaching assistants guide and question pupils effectively, particularly disabled pupils and those who have special educational needs. They help these pupils to make good progress alongside developing their self-confidence and self-reliance.
- Teachers' marking and feedback to pupils, although very effective in some classes, lack consistency across the school. Not all teachers provide clear enough advice for pupils about how to further improve their work. They do not always make sure that pupils follow up this advice by applying it and showing their teachers that they have understood.
- Pupils assess their own learning during their activities. They frequently review their work together and discuss how a particular set of skills could be better used. However, this does not routinely involve them checking they are using grammar accurately in all their subjects.

**The behaviour and safety of pupils are good**

- Behaviour is good. Pupils' attitudes are very positive during their learning and toward each other. Pupils say teachers are exceptionally helpful and listen to them. As a result, pupils respond positively to teachers' high expectations so they always want to be successful in their learning.
- Children within the Reception Year learn and play well together. They enjoy expressing themselves creatively, for example in their art work. They respond well to adults and play purposefully, using role play to talk about their learning.
- Exemplary behaviour is less evident because it has yet to have a consistently strong impact on pupils' progress.
- Pupils gladly assume responsibilities in school. They act as dinner monitors and support younger children during playtime. Pupils help out in the garden club and are active in overseeing the school's wildlife garden.
- The school's work to keep pupils safe is good. Pupils enjoy school because it is such a safe place to be. They say their school is calm and happy, both within their classrooms and during break times. Because of the school's support, pupils are confident about keeping safe when using the internet.
- Pupils are emphatic that discrimination in all its forms is non-existent and bullying of any type does not occur. They talk enthusiastically of learning about Nelson Mandela and apartheid and how this informs their attitudes and respect for others, regardless of their background.
- Attendance is above average. The school's work is effectively improving both attendance and punctuality. The very large majority of parents who responded to the online questionnaire confirm their child is happy and feels safe at this school.

**The leadership and management are good**

- The acting headteacher is providing strong leadership during this interim period. Other school leaders competently support her and together they are bringing about continued improvements in the quality of teaching.
- Leaders check pupils' progress carefully so that their achievement is good. They routinely observe teachers' classroom practice and use bespoke training to improve classroom practice. Teachers' targets require them to show how well pupils' are progressing and this informs their career and pay progression up the salary scale.
- Subject leaders, including the Early Years Foundation Stage leader, are effective. These leaders share in the checking of teaching and pupil progress and take clear actions to drive forward improvement.
- Disabled pupils and those who have special educational needs are exceptionally well supported. School leaders work closely with parents so that their child has the same opportunity to be as successful as other pupils. Parents are full of praise for the school's work in this respect.
- The local authority has provided appropriate developmental assistance for the school. Leaders work closely with colleagues from other schools. Overall, senior leaders have demonstrated a strong capacity in driving forward improvements.
- The school's provision for sport is good. Pupils are active in basketball, athletics and competitive events. The primary sports funding is being used well to extend teachers' ability to deliver effective physical education for pupils. As a result, pupils' physical wellbeing and skills are being extended.
- Subjects are well planned to capture pupils' interest so they are enthused in all their learning. Pupils' skills and understanding are developed as they move through the respective year groups. They have a range of learning experiences outside the classroom and pupils especially enjoy their tasks in History. The school is focusing on developing pupils' use of grammar across all

subjects.

- A range of activities promotes pupils' spiritual, moral, social and cultural experiences. They show respect toward other religions. They study contrasting cultures and the negative impact of apartheid. Pupils participate in educational visits, for example visiting the Anne Frank centre in Holland. They use art to express their learning, as seen in their work on mini-beasts.
- The school's work on safeguarding is good. Risk assessments are securely in place and cover all aspects of school activities.

■ **The governance of the school:**

- Governors' actions ensure changes in the school's leadership are bringing productive benefits in pupils' achievement. They use their training and expertise when comparing the school's performance to that of others nationally. As a result, they have an accurate view of how well the school is doing. They use data about pupils' progress to effectively challenge school leaders and promote further improvements in pupils' progress. Governors do not tolerate discrimination. They work closely with staff to oversee spending of the additional funding so that eligible pupils are being effectively supported and gaps in their attainment are closing. Governors check the performance of the acting headteacher and ensure teachers' pay and career progression reflects improving outcomes for pupils. Governors' spending of the primary sports funding is developing the capacity of staff to deliver effective physical education. The school's budget is being securely managed.

## 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

<b>Unique reference number</b>	114434
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	444303

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	426
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Fears
<b>Acting Headteacher</b>	Julie Foley
<b>Date of previous school inspection</b>	21–22 October 2010
<b>Telephone number</b>	01323 892773
<b>Fax number</b>	01323 898084
<b>Email address</b>	office@cradlehill.e-sussex.sch.uk



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