

Icklesham Church of England Primary School

High Fords, Icklesham, Winchelsea, TN36 4BX

Inspection dates 13–14 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Icklesham Church of England Primary School is a happy and welcoming school. The environment is well ordered with a calm and purposeful atmosphere. Senior leaders have high expectations of pupils. Pupils know this and always try to do their best
- Pupils, including those who are disabled or have special educational needs and those who are disadvantaged, make good progress. Their reading is particularly strong.
- In the most recent tests at the end of Key Stage 2, all pupils made expected progress across all subjects and above-average progress in reading and writing.
- Children get off to a good start in the Early Years Foundation Stage. They are generally confident and enthusiastic and are keen to learn. They benefit from good relationships and begin to develop their social skills effectively.
- Teaching is typically good and some is outstanding. Classroom displays are vibrant and support pupils' learning well. Pupils are particularly proud of their well-presented work.
- The headteacher's vision for the school clearly supports good behaviour. Pupils behave well, are caring of each other and are courteous and kind. They know they are safe and move around the school in a safe and sensible manner.
- Leaders regularly check the quality of teaching and ensure that pupils who find learning difficult receive support to help them make progress. All pupils are given time daily to make sure that they have understood what they have learnt.
- The effective governing body and staff work closely as a team. Their priorities for the school are clear. This contributes to the success of the pupils in this improving school.

It is not yet an outstanding school because

- Teachers do not always give the most able pupils work which is challenging enough.
- Pupils are not consistently encouraged to develop their understanding in mathematics.
- Pupils do not always produce the best work they can do in writing.
- Sometimes teachers do not give less able pupils work at the right level of difficulty for them to achieve well.
- Not enough is done to encourage pupils to use correct grammar and spellings in their work.

Information about this inspection

- The inspector observed six lessons, all of which were seen together with the headteacher. They also walked round the school making short visits to all the lessons.
- The inspector looked at pupils' written work and at displays in the classrooms and corridors. The inspector met with a group of pupils and listened to some pupils read, discussing their reading habits with them.
- Meetings were held with the Chair of Governors, the headteacher and with other school leaders. The inspector talked with a representative of the local authority.
- The inspector examined several of the school's documents. These included self-evaluation documents, the school improvement plan, information about pupils' progress and safeguarding documentation.
- The inspector took account of 21 responses to the Ofsted online questionnaire (Parent View) and also had informal discussions with parents and carers.
- The inspector considered the views expressed in a questionnaire returned by 16 members of staff.

Inspection team

Josephine Lewis, Lead inspector

Additional inspector

Full report

Information about this school

- Icklesham Church of England Primary School is a smaller-than-average school with 116 pupils. There are four classes from Reception to Year 6. All pupils are taught in mixed-age classes.
- The large majority of pupils are from a White British background.
- The proportions of pupils from minority ethnic backgrounds, and who speak English as an additional language, are well below average.
- There are very few pupils who are disabled or have special educational needs.
- Very few pupils are supported by pupil premium (extra government funding for pupils known to be eligible for free school meals or who are looked after).
- All children in the Reception class attend full time.
- The school is part of the Rye Partnership of schools and the Hastings Alliance of schools.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - challenging all pupils to do their best, particularly in writing
 - encouraging pupils to always use correct grammar and spelling in their work
 - developing the pupils' understanding and problem-solving skills in mathematics more effectively.
- Accelerate pupils' progress by:
 - challenging more-able pupils in all lessons to achieve more
 - setting work at the right level of difficulty for lower-ability pupils.

Inspection judgements

The leadership and management are good

- Icklesham Church of England Primary School is led and managed well because senior and middle leaders and governors work closely as a team and share a vision for the school which encourages all pupils to do their best. This close working relationship in a small school allows them to have a focus on individual pupils, who benefit from well-targeted support daily. The school actively promotes equal opportunities, fosters good relations and tackles discrimination through its vision. Pupils have a clear understanding of the importance of caring for each other.
- Teaching within the school is improving strongly because of the actions outlined in the school improvement plan. The school has developed strong working partnerships with the Rye partnership of schools and the Hastings Learning Together Alliance of schools, including training, so that staff in the school are able to identify and share good practice across the partnerships.
- Senior leaders often observe classes and their feedback to the teachers is used to adapt planning so that pupils receive support to help them to make good progress. Performance management procedures set targets which are linked with the outcomes of the regular monitoring of teaching and with the school improvement priorities. This ensures that staff are trained to provide effective teaching and support for pupils. Salary progression reflects the work of staff. Middle leaders ensure that planning is adapted to meet the needs of the pupils.
- Pupils have many opportunities to write creatively and this helps their progress in literacy, which is good. Leaders are now starting to use results of tests to support pupils to write accurately, without errors in spelling and grammar.
- The pupil premium (extra government funding for pupils known to be eligible for free school meals and children in local authority care) is used effectively to provide additional support in lessons and to give pupils opportunities to develop their confidence, interests and engagement. These actions have secured improvement for these pupils.
- The curriculum is broad and balanced. Pupils discuss what topics they would like to learn about and this becomes part of their learning journey. Mathematics and English are studied within these topics, which provide the context for writing, as well as being studied separately each day. Pupils are engaged with the topics and enjoy learning more about them regularly. The vision, which supports good behaviour, becomes an essential part of their learning journeys. It also positively influences pupils' spiritual, moral, social and cultural development, as pupils are provided with opportunities to reflect on their relationships with others and to appreciate the values of modern British society.
- Pupils benefit from the good communication between their parents and carers and the school. Children in Reception have a home book which establishes this partnership in learning at an early stage. Home learning books are used throughout the school.
- The early years leader works effectively with other providers to ensure that children joining Reception have a smooth transition. This includes home visits and a teaching assistant being based in the on-site nursery for the term before they enter the school. The effectiveness of the provision is also ensured by the identifying and sharing of good practice with other early years leaders.
- The school's arrangements for safeguarding pupils are effective and meet the statutory requirements.
- The extra government funding for primary physical education and sports is used effectively to improve the quality of teaching, to give pupils opportunities to participate in different sports and to increase pupils' involvement in competitions, including performance in dance. Pupils are more active and they develop a love of sport.
- The local authority shares the school's own evaluation of itself as good. It provides a useful external assessment of the quality of the school's work which is supported by training for staff.
- **The governance of the school:**
 - Governors are provided with detailed information about the progress of pupils in the school. This allows them to be fully involved in self-evaluation and planning and to have a secure understanding of the strengths and weaknesses of the school. They know about the quality of teaching, what is done to reward good teaching and how underperformance is tackled.
 - The governing body is skilled and some of them have many years of experience. They supplement this with a range of training, much of which gives them the knowledge to ask the headteacher challenging questions.
 - On their visits to the school they gather information so that they can be sure that they are satisfied with the outcomes of their work. They are very clear about the impact of their decisions concerning spending, especially the spending of the pupil premium and the impact this has on the pupils'

achievement.

- Governors have worked effectively with senior leaders, staff, parents and pupils to develop a common vision and the school's aims.
- Governors ensure that all statutory requirements for safeguarding are securely in place.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. In assembly they are all encouraged to reflect on caring for others, and in lessons there are regular reminders of the school vision to 'aspire, believe and care'. This creates a community where older pupils act as peer mediators and help younger pupils to resolve any minor disputes. Pupils describe the typical behaviour in school as 'being kind'.
- In class, pupils settle quickly and respond to teachers' directions without wasting time. Occasionally an individual pupil may not listen carefully to their teacher and therefore is not able to carry out a task without being reminded of what they need to do. There are times when the enthusiasm of the younger pupils causes them to try and discover what is hidden in the teacher's secret box. There are also many times when some pupils are so involved in and enthusiastic about their problem solving that they want to carry on beyond the lesson.
- Pupils understand well how the school's behaviour system works and know that their behaviour affects their progress. They cooperate and support each other well in class. All these things ensure that the pace of learning is not disrupted.
- Pupils move sensibly and in an orderly manner round the school. They enjoy playing together and the older pupils act as play leaders.
- The views and opinions of parents, staff and pupils indicate that there are no well-founded concerns about behaviour and safety. The school's records show that behaviour has improved as a result of the use of a well-understood system which involves older pupils showing the younger pupils how to care for one another.
- Pupils have a good understanding of different forms of bullying, including the use of the internet. If bullying occurs it is dealt with quickly and appropriately by staff, and all concerned are encouraged to understand the feelings of others.
- Attendance has improved over the last two years. External agencies work closely with the school to monitor both attendance and punctuality.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe. They know that they should approach their teachers should they have any concerns. The school also has a system where pupils can fill in a short form if they are unhappy about a minor incident on the playground.
- They have a clear understanding about keeping safe on the internet. Staff, pupils and some parents were involved in a whole day's training on e-safety delivered by the local authority. There were two assemblies and each class was spoken to so that all pupils know what to do.

The quality of teaching is good

- Teaching is typically good and is sometimes outstanding. It is improving because of frequent checks, training which links to pupils' needs and priorities for development, and opportunities to share good practice through the two school partnerships.
- Most teachers give pupils work which is challenging and allows them to make accelerated progress. Occasionally, pupils are given work which they complete quickly but they are not sure what to do next, so time is wasted.
- Teachers have good relationships with pupils which encourage them to do well. Pupils try to do their best and this is supported by being given time daily to check over their work and to receive extra support for those things which they do not fully understand. This helps them to take responsibility for their own learning and is effective for the more able.
- Lower-ability pupils sometimes struggle to do well. They are ably supported by their peers, especially

when working together on a task. They are keen to do well but sometimes find the work which they are asked to do is too challenging, even when they persevere. Teaching assistants provide encouragement and support. They also make notes on those things which the pupils find difficult and share them with the teacher so that activities may be adapted.

- More-able Key Stage 2 pupils develop their understanding in mathematics by writing their own word problems. They ask their partner to answer the complicated problems and this delivers a high level of challenge to these pupils and they make marked progress. However, this is not always the case as lower- and middle-ability pupils in some year groups are finding problem solving difficult.
- A Key Stage 2 literacy lesson involved pupils in creative writing on their learning journey. They were asked to use imaginative description so that they could discuss their ideas with a teaching assistant. Their progress was limited as, while they wrote fluently, they did not always take care with their spelling as they tried to use less familiar words to create atmosphere.
- In written work, the teacher's feedback is clear and understood well by pupils. They know what to do next and show progress as they move swiftly towards longer pieces of writing and build on their prior learning. A particular feature of the marking is the feedback teachers receive from the pupils, which demonstrates that pupils understand how to correct their work as they give examples. Marking is of a high quality and helps the pupils to make good progress.
- The most able pupils are given opportunities to visit other schools, especially to spend time working on complex mathematics problems. On their return they are vibrant and filled with enthusiasm for their achievements. In their written work they regularly produce accurate work which shows progression towards higher levels of difficulty. Some become learning ambassadors and visit other schools to observe what their peers are learning, returning with suggestions about what they would like to do to reach their full potential.

The achievement of pupils is good

- Progress across year groups is consistently strong for all subjects across the school. Attainment is particularly high in reading. In mathematics, it reaches national expectations.
- The proportions of pupils exceeding expectations are just below average for the more able in mathematics.
- Pupils read widely and often. Many pupils say they enjoy reading, particularly those books which are about the subjects that interest them. They quickly develop phonics skills (sounds letters make) and practise reading regularly, which helps them to make good progress. The proportions of pupils meeting expectations in the phonics check are above average.
- Progress in literacy is strong as children who enter the school with limited understanding and poorly developed communication skills are well supported and are soon able to write at length. Effective questioning and reflection on learning towards the end of each day aids their progress.
- The most able pupils are starting to make accelerated progress as they are given more opportunities which challenge them, especially in mathematics.
- Lower-ability pupils make less progress as sometimes the work which they are asked to do is too difficult for them. Middle-ability pupils make better progress when they work with a partner, share ideas and check each other's work.
- There are very few pupils supported by pupil premium. However, the school uses funds effectively to ensure that there are no gaps between these pupils and their peers or that the gaps are closing. Any gaps between their attainment and the attainment of other pupils nationally are closing rapidly in reading, writing and mathematics.
- Pupils who are disabled or have special educational needs make expected progress and in some cases their attainment is low.

The early years provision**is good**

- Children enter the school with attainment which is typical for their age. They all make good progress from their starting points and the percentage achieving a 'Good Level of Development' is above average for all pupils.
- The early years leader works in partnership with schools in the area. This is currently having a successful impact on provision, particularly for outdoor activities, which is improving rapidly and beginning to have an impact on children's progress.
- Literacy and communication and language are weaker areas of learning for some children. This is identified early on and these skills are developed through the use of puppets, retelling stories and dolls'-house play.
- Positive partnerships are developed with parents as they work with the school to complete a home book which contains experiences at home and school. The book shows progress, especially in targeted areas of learning. It encourages children to be proud of their learning, as they regularly share experiences.
- Children's starting points are recorded following observations and planned learning opportunities. More-able children enter Reception at a level typical for their age and leave well above. They experience challenge and high expectations and often work with the Year 1 children in their class on sentence starters.
- Those children who come in at a level typical for their age and make good progress are well supported to develop their social skills as they practise speaking and listening.
- Lower-ability children make good progress but do not achieve a 'Good Level of Development'. However, they continue to make good progress into Year 1 and reach expected levels after one term.
- Children are supported well as they discuss outdoor activities with their teacher and begin to make choices. They are still, however, developing independence and need the experience of adult-led activities currently.
- Children behave well and are safe. All activities are organised to ensure their safety.
- Children enjoy their learning in phonics (letters and the sounds they make) and enthusiastically join in with the activities. They use prior learning and develop links which enable them to learn well.

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	114527
Local authority	East Sussex
Inspection number	444223

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	116
Appropriate authority	The governing body
Chair	Nigel Kirton
Headteacher	Paula Robinson
Date of previous school inspection	11–12 May 2010
Telephone number	0142 4814448
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