

Shinewater Primary and Nursery School

Milfoil Drive, Langney, Eastbourne, BN23 8ED

Inspection dates 16–17 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- The headteacher is successfully driving the school ethos which states that every child should achieve to the highest possible standards. This is reflected in the improving achievement for all pupils.
- The governors and staff strongly back the school's leaders and share their vision and ethos for the school.
- The leadership, through the use of accurate monitoring and performance management, has been rigorous in ensuring that the overall quality of teaching is good.
- Teaching is good because teachers are using questioning well in lessons to deepen pupils' understanding.
- The leadership recognises the value in working closely with the local community. This has resulted in an increase in parents and carers engaging with the school and an improvement in pupils' attendance.
- Governors provide strong support and challenge for the school leadership. Due to their regular visits to the school and sound understanding of data, they have an accurate view of the school's strengths and weaknesses.
- The school's effective provision for pupils' spiritual, moral, social and cultural development is reflected in the good relationships the pupils have with adults, the respect they have for each other and the positive attitudes towards learning that are seen in the classrooms. Pupils' behaviour is good.
- Rapid improvements in Nursery and Reception classes have resulted in outcomes that are now in line with national levels. This is due to accurate assessment and activities which engage pupils in their learning.
- The school keeps pupils safe.

It is not yet an outstanding school because:

- Pupils are not consistently taught the skills they need to allow them to make sustained and rapid progress in reading.
- Too few of the most-able pupils are achieving Level 3 at the end of Year 2.
- Leaders do not always make a sufficiently strategic use of attainment data.

Information about this inspection

- Inspectors visited or observed 26 lessons. They carried out a number of observations jointly with the headteacher or the deputy headteacher. Other aspects of school life were viewed, including assemblies and lunchtime.
- Inspectors spoke with a number of pupils in the school, listened to pupils read and looked at the work in their books. Inspectors also met with two groups of pupils to hear what they thought of the school.
- Inspectors met senior leaders, middle leaders, teachers and members of the school’s governing body. The lead inspector spoke to representatives from the local authority. Inspectors spoke to parents at the school gates and took into account 25 responses to the online questionnaire, Parent View. They considered the views of 30 members of staff made through the staff questionnaire.
- Inspectors looked at a number of documents provided by the school, including the school’s own information about pupils’ attainment and progress, the school’s own review of its effectiveness and the school improvement plan. They looked at reports written after visits made by the local authority and a number of policies including those related to behaviour and safeguarding. Consideration was also given to information shared on the school’s website.

Inspection team

Stephen Schwartz, Lead inspector

Additional Inspector

Gillian Keevill

Additional Inspector

Judith Grevett

Additional Inspector

Full report

Information about this school

- Since the previous inspection, there have been significant staff changes at the school. The headteacher joined in September 2013 and the deputy in September 2014. A significant number of the teaching staff have joined the school since the headteacher came into post.
- Following a governance review, the governing body was reconstituted in November 2014. It has reduced in size and the majority of the governors have been involved with the school for less than two years.
- This is an above average-sized primary school.
- The proportion of children eligible for the pupil premium (additional funding for pupils who are known to be eligible for free school meals and children who are looked after) is above average.
- The proportion of children from minority ethnic backgrounds is below average, as is the number of children whose first language is not English.
- The proportion of pupils who are disabled or who have special educational needs is average.
- The school provides childcare for parents through its breakfast and after-school clubs. Both were visited as part of the inspection.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve attainment and progress of all pupils by:
 - moving teaching from good to outstanding by making sure that more lessons are engaging and exciting
 - giving all pupils the necessary skills to infer and deduce information from texts
 - providing challenge for the most-able pupils in Key Stage 1
 - ensuring that leaders across the school use attainment data more effectively to evaluate the impact of provision across the whole school.

Inspection judgements

The leadership and management are good

- The headteacher's very high expectations for the pupils and staff at the school are having a positive impact on pupils' achievement. She has the support and the backing of the staff. One member of staff said that she is the hardest working and most dedicated headteacher that they have ever worked with and that, 'At Shinewater it is all about the children and their achievement.' Another said that changes made since the new headteacher's arrival have been phenomenal.
- Senior leaders manage the quality of teaching well. This is done through a termly monitoring cycle that includes scrutiny of pupils' work, tracking assessment data, lesson observations and the monitoring of teachers' planning.
- Leaders make accurate judgements on the quality of teaching and provide staff with useful feedback and advice. Any issues identified are robustly followed up by senior leaders. Leaders make very effective use of the performance management system in partnership with the staff. The result is a collaborative process that encourages teachers to be reflective about their performance. Leaders carefully track the progress of individual pupils but do not always take a sufficiently strategic view of data.
- School leaders are working proactively to tackle low attendance. The school is targeting and working closely with families where attendance is poor. The school works in partnership with the education welfare service and makes robust use of the available legal sanctions. The school has identified that it has a number of young carers and has set up support systems for them and established a breakfast club. As a result of these and other actions, attendance is gradually improving.
- Leaders make effective use of monitoring information to ensure that teachers and teaching assistants are receiving appropriate professional development that has a positive impact on the quality of teaching and learning.
- Leaders have used the additional funding from the pupil premium effectively to support eligible recipients. For example, the school has established a counselling service for pupils which has resulted in accelerated progress for those who have used it.
- Funding intended to increase pupils' participation and enjoyment of sport has been used effectively. The school has used funds to employ sports coaches who have increased the menu of sports on offer to pupils. They have also provided professional development for teaching staff who are now confident to provide after-school sport clubs. Additionally, the school has used some of the funding to provide access to maritime sporting activities such as sailing, which has led to a number of pupils keeping up their participation in sport beyond school.
- The school provides a broad and balanced curriculum with a wide range of subjects. It contains many opportunities to promote the spiritual, moral, social and cultural development of the pupils. The school holds themed weeks which promote diversity; during the inspection, lessons on Hinduism were observed in different year groups. The curriculum prepares pupils well for life in modern Britain. During the general election, groups of pupils campaigned, canvassed and held a secret ballot to select their favourite bird.
- The local authority has provided appropriate and effective support for the school. It has made a number of monitoring visits to the school and mentored the headteacher when she was new to both the post and the authority.
- Leaders have ensured that all of the statutory safeguarding arrangements are in place. Staff have had recent safeguarding training, including training on e-safety. There are clear procedures and policies in place to effectively deal with concerns and issues.
- The majority of parents are supportive of the school and speak with enthusiasm about their children's education.
- **The governance of the school:**
 - The governors share the headteacher's passion for the school and the important role it plays in the community. Because the governors have a range of appropriate skills and a good understanding of the school, they are able to provide leaders with appropriate challenge and support.
 - Governors have a good understanding of the data and make regular structured visits to the school. Consequently, they have a realistic understanding of the school's strengths and weaknesses.
 - Governors monitor closely the school's performance management system and are clear about how this is linked to pay and the evaluation of the quality of provision. Governors have a good knowledge about the school's use of the pupil premium and its impact.

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

- The behaviour of pupils is good. Pupils' movement around the school is calm and well ordered. As a result, the transition of pupils after assemblies and playtime is swift, resulting in them being quickly back behind their desks and ready to learn.
- Pupils hold their school in high regard; they talk about it with pride and enthusiasm. This is reflected in the pride they take in the way they present themselves and the way many of them present work in their books.
- Pupils play together very well at breaks and lunchtimes. They make full use of the field and the equipment provided. Their games are safe and inclusive, and pupils engage enthusiastically with the lunchtime supervisors who lead many of the activities.
- Pupils are polite and engaging with adults, leading to a cheery atmosphere in school.
- Behaviour in lessons is nearly always good. Occasionally, when pupils lose concentration it is because they have completed tasks quickly or they are not being challenged enough.

Safety

- The school's work to keep pupils safe and secure is good.
- Although attendance is below the national average, it has been gradually improving over the last two years. Senior leaders carefully monitor attendance and follow this up robustly with parents to ensure that pupils are attending school.
- Pupils say they feel safe in school. They have been taught to recognise different types of bullying and say that incidents of bullying are rare. Pupils are taught effectively how to keep safe in a variety of situations, including online.
- The majority of parents who responded to the Parent View questionnaire agreed that their children were safe at school. They recognised the improvements made to make the site secure.
- The school has appropriate systems and policies in place to ensure the safeguarding of pupils. Appropriate checks are made on all people working in the school. Policies and procedures are well documented and thorough. Staff receive regular training on keeping pupils safe.

The quality of teaching is good

- The quality of teaching in the school is consistently good. The work seen in the pupils' books and assessment data show that pupils of all abilities are making good progress in reading, writing and mathematics.
- Evidence in the pupils' books show that teachers have high expectations of the pupils and are increasing the level of challenge in both writing and mathematics. Pupils are making good progress because teachers set tasks at different levels to suit their needs.
- Teachers are using the school's marking policy effectively. Positive feedback and 'closing the gap' comments are evident in both writing and mathematics books across all year groups. Pupils are responding in ways that are enabling them to produce work of a higher quality.
- When teaching is strong, teachers use skilful questioning to help the pupils to make progress through expanding and developing their ideas. Teachers reinforce learning by allowing pupils to talk and act-out their thoughts and ideas. Pupils are actively encouraged to question and seek their own answers.
- The systematic teaching of phonics (the links between sounds and letters) is a strength in both Key Stage 1 and in the early years provision. Teachers use different themes to teach phonics which makes the lessons lively, interesting and rich with opportunities for pupils to develop and extend vocabulary. The impact of effective phonics teaching was evident when inspectors listened to pupils read and apply their skills.
- Inspectors observed that some less-able pupils in Key Stage 2 had not sufficiently developed their deduction and reasoning skills when reading.
- The school has recognised, through its monitoring and self-evaluation, that too few of the most-able pupils are achieving the higher levels for writing, especially at the end of Key Stage 1. Staff have taken part in training but it is too early to see the full impact. An increased number of pupils are predicted to achieve the higher levels at the end of Year 2 this year.
- The teaching of mathematics is good. The mathematics leader is supporting staff to introduce weekly problem-solving and reasoning tasks into their lessons. As a result, achievement has strengthened in mathematics and more pupils are predicted to achieve Level 6 this year than before.

- The school has a policy of setting creative homework. The success of this initiative was demonstrated well by the impressive display of lighthouses inspired by the book *Katy Morag and the Island of Coll*.

The achievement of pupils is good

- The results from 2014 at Key Stage 2 were broadly in line with national results for both Level 4 and Level 5. Measures reflecting the progress made between Years 3 and 6 for reading, writing and mathematics put the school in the top 20% in England. This represents an improvement on the 2013 results; data presented by the school show that Key Stage 2 results are set to improve again this year.
- The results at Key Stage 1 in 2014 show that attainment in reading, writing and mathematics was below the national average but represented an improvement on 2013. Because of the very low starting points at the start of Key Stage 1, these results reflect good progress. Predicted results for 2015 show further improvement which will bring attainment at the end of Key Stage 1 in line with national results.
- Evidence in pupils' books and in data presented by the school show that nearly all pupils from Years 1 to 6 are making the progress expected in reading, writing and mathematics; half the pupils are now making better than expected progress in reading and writing.
- Provision for disadvantaged pupils is effective. Data presented by the school show that they are progressing at least as well as their peers and in some year groups they are making faster progress and narrowing the gap. In 2014, Key Stage 2 assessments show that disadvantaged pupils made very similar progress to their peers in school and made better progress than other pupils nationally in reading and writing.
- In 2014, the attainment of disadvantaged pupils in mathematics at Key Stage 2 was comparable with their peers in the school and approximately two terms behind other pupils nationally. In reading, disadvantaged pupils were two terms behind other pupils both in school and nationally. In writing, disadvantaged pupils were two terms behind other pupils both in school and nationally. The gap in attainment narrowed against national measures between 2013 and 2014 and is predicted to do so again in 2015.
- The vast majority of the most-able pupils who achieve Level 5 at the end of Key Stage 2 in reading, writing and mathematics have made better than expected progress from their starting points at the end of Key Stage 1. This is because teachers and leaders have raised expectations for pupils' attainment. At the end of Key Stage 1 in 2014, the number of pupils achieving Level 3 in reading was broadly in line with the national figure but was lower in reading and mathematics.
- The progress of disabled pupils and those who have special educational needs is broadly in line with the national picture. For pupils whose first language is not English, their achievement is in line with their peers.

The early years provision is good

- The early years provision has seen significant improvements since the previous inspection. This is reflected in a substantial increase in pupil numbers in the nursery provision and the local authority's request that the school supports other early years providers across East Sussex.
- Pupils make good progress because of an exciting and engaging curriculum and carefully planned activities. In 2014, the proportion of pupils achieving a good level of development was in line with national figures and this is set to improve again in 2015, beyond both national and local averages.
- Nursery and Reception staff make accurate and regular assessments which they use well to inform the planning of appropriate and stimulating activities. Parents are effectively engaged in the assessment of their children which gives leaders a valuable insight into what motivates and engages the learners.
- The learning environment is stimulating, well resourced and organised to promote independent learning. Good use is made of the outdoor learning environment, especially in the Nursery. Leaders have exciting plans to develop the outdoor provision for Reception over the summer break.
- Children focus equally well on both teacher-led and free-flow activities. Through effective questioning, children in Reception are encouraged to reflect on their learning and to develop it even further. Effective interaction between adults and the children is a strength of the early years provision.
- The behaviour of pupils in the early years provision is good. They play, learn and interact well. When they are brought together they behave well and listen carefully. Routines are well established in both Nursery and Reception classes leading to a calm and productive atmosphere.
- The provision meets all statutory requirements for ensuring children's health, safety and well-being.

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	114476
Local authority	East Sussex
Inspection number	462444

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	425
Appropriate authority	The Governing Body
Chair	Mrs Carol Richards
Headteacher	Theresa Buttery
Date of previous school inspection	16–17 July 2013
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