

Peasmarsh Church of England Primary School

School Lane, Peasmarsh, Rye, TN31 6UW

Inspection dates 24–25 March 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	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.

- Pupils make good progress throughout the school in English and mathematics. Their attainment is rising.
- Children make a good start in the Reception Year.
- Pupils from all different groups achieve well. Those eligible for pupil premium funding do as well as the others.
- The school is very well led by its headteacher. He cuts a popular figure in the community and is well supported by other staff and governors.
- Teaching is good. Teachers and teaching assistants have high expectations of their pupils. They have worked effectively to bring improvement. Generally, work is challenging for pupils.
- Pupils receive good, personalised feedback from staff about how well they are doing in lessons. This helps them learn better and improve their work.
- Pupils enjoy a broad curriculum. This keeps them active and engaged. They really enjoy lessons in the new on-site forest school, for example.
- Pupils behave well. They like school and feel safe there. The school looks after them carefully.
- Pupils are very respectful indeed of each other and of people from different cultures, religions and lifestyles. They are well prepared for life in modern Britain.
- The pupils' spiritual, moral, social and cultural development is good.
- The school enjoys strong and growing community support. Parents and carers are very pleased with the school and feel welcome there.
- Homework is well organised, useful and appreciated by parents, carers and pupils.
- The school manages its finances efficiently. It has good facilities and resources.

It is not yet an outstanding school because:

- Staff do not know clearly how well pupils are doing in subjects other than English and mathematics. This makes it harder for each subject leader to plan for improvement. Partly as a result, there are some deficiencies in the provision in these subjects.
- Some actions in the school development plan are not related to targets for pupils' outcomes. This
- Although the work set in lessons is challenging for most pupils, it is not always adapted well enough to suit the needs of each individual pupil. This means that sometimes the work can be too hard, too easy or too repetitive for particular pupils.

makes it hard to check how successful these actions are.

Information about this inspection

- Her Majesty’s Inspectors (HMIs) observed lessons in all classes and year groups, some jointly with senior staff. They toured the school with senior staff, evaluated pupils’ work and heard some pupils reading. They observed playtimes and lunchtimes.
- Inspectors took account of parents’ and carers’ opinions by meeting with some parents and carers and by checking the 27 online responses to Parent View, Ofsted’s online questionnaire.
- The inspectors met with staff, governors, pupils and a representative of the local authority. They scrutinised documents including minutes of meetings, the school development plan, the school’s self-evaluations and data showing the progress made by pupils. They also gathered information from the school website.
- At its last inspection, the school was deemed to require special measures. Since then it has been monitored regularly by an HMI, who also led this inspection. Information from these previous monitoring visits was taken into account during this inspection.

Inspection team

Robin Hammerton, Lead inspector

Her Majesty’s Inspector

Caroline Dulon

Her Majesty’s Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This is a small, growing, rural primary school with three mixed-age classes. Reception pupils attend full time. Almost all of the pupils are White British.
- About an average proportion of pupils are disabled or have special educational needs.
- A below average proportion of pupils are eligible for support from pupil premium funding. The pupils concerned are eligible for free school meals.
- The school meets the floor standards. These are the government's minimum standards for pupils' attainment and progress.
- The headteacher is formally employed by the Rye Academy Trust. The school is supported also by an executive headteacher from the Trust.
- The school is currently consulting about the possibility of becoming an academy within a new trust, namely the Diocese of Chichester Multi Academy Trust.

What does the school need to do to improve further?

- Increase pupils' progress further by ensuring that the work set in lessons is always well matched to their individual learning needs.
- Develop practical ways of checking how well pupils are doing in all of the subjects. Use this information then to plan and make further improvements in the curriculum.
- Improve the effectiveness of the school improvement plan by ensuring that, in all of its areas, there are targets or objectives related to outcomes for pupils, which can be measured and checked.

Inspection judgements

The leadership and management are good

- The headteacher leads very well and has taken the school on a real journey. He listens carefully to others and learns quickly when needed. He has an inclusive and encouraging style and is well supported by the executive headteacher. As well as developing the school's improvement strategy, he is happy to 'get his hands dirty' with leading practical tasks.
- His approach fully engages staff and the community but leaves no room for doubt that improvement and high standards are expected. This is a story which inspires.
- The school development plan is logically organised and imaginative. It contributes well to improvement. However, in some cases, it only identifies actions to be done, rather than giving objectives for these actions or sharp reasons why they are needed. It is hard, therefore, to measure how effective these actions are in improving pupils' learning or well-being.
- The subject of English is well led. Mathematics has needed more improvement and is now also well led. The school has recently carried out good work to improve the teaching in this subject. Hence, pupils are now achieving well.
- The well-qualified special educational needs coordinator contributes strongly. Her clear management of a higher-level teaching assistant, and close working with class teachers, ensures that specific provision is well targeted to individuals.
- The school evaluates itself accurately. The headteacher and the executive headteacher correctly pick out strengths and areas for improvement, including any underperformance, in teaching. They are able to support and coach staff in how to continually improve. The staff appreciate this; they are pleased with how their work is now better focused. They also help each other very effectively.
- Middle leaders, each responsible for several subjects, work hard and committedly. Working together, they ensure that pupils enjoy a rich and broad curriculum. However, not all planning for all subjects is yet fully coherent. Sometimes subjects are only briefly taught for several weeks and lose impetus. Pupils notice these discrepancies.
- Although the school has begun some work on improving the curriculum, staff do not yet know very clearly what pupils across the school know, can do and understand in subjects other than English and mathematics.
- The school promotes pupils' spiritual, moral, social and cultural development, British values, and their preparation for life in modern Britain explicitly and well. Teaching of these matters pervades lessons. The school's Christian foundation is important, providing a basis for broader ethical and moral teaching.
- The school tackles equality, fosters good relations and tackles discrimination very effectively. It is inclusive and caring.
- Pupil premium and sports premium funding are both imaginatively and successfully spent. All pupils engage in a wide range of worthwhile physical activity, which may be before, during or after school.
- The school's effective safeguarding procedures are thorough and meet requirements. The same applies to formal processes for managing the performance of staff and the headteacher, in which governors and the Rye Academy Trust play appropriate parts. Decisions on staff pay are properly carried out by the headteacher and governors.
- Parents and carers are very pleased with the school. They really like the ready availability of all of the staff. Parents and carers become involved with the school in many ways. For instance, many joined working parties to develop the forest school. Others usefully serve as governors or by hearing readers.
- The school links well with the local authority, which provides much useful support.
- **The governance of the school:**
 - The governing body has been able to recruit many members with very useful experience in schools, wider public service and the private sector. The Chair of the Governor Body leads this highly capable team astutely, drawing appropriately on its expertise. Governors play their key role in deciding the future strategic direction of the school, in terms of becoming an academy, shrewdly. The governing body is well organised into two well-functioning strategic committees. Many members visit the school regularly; these visits are usefully linked with key areas of the school development plan. This ensures that governors know about how teaching is improving from first-hand knowledge as well as from reports.
 - Governors ask challenging questions of senior staff. This is supportive of the headteacher as he continues to grow in experience and expertise. However, these questions are not always followed up where needed in subsequent meetings. Governors realise that rectifying this could lead to their discussions and questioning having more impact on the school. Currently it is not straightforward for

them to check and promote improvement.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons. They listen carefully to teachers and each other. Pupils' work is well presented. They are proud of their school and take care of it.
- Pupils work well together and usually have a mature approach to learning. Occasionally, however, pupils become distracted in lessons and their learning is reduced. Just occasionally, pupils' behaviour hinders a learning activity. In the forest school, a quiet game was disrupted by pupils' continued laughter.
- Records show that serious poor behaviour is rare. There have been no exclusions for at least five years. Pupils know how staff expect them to behave and respond well to the guidelines in place. Pupils say that behaviour is good. Parents and carers agree that the school makes sure that pupils are well behaved.
- At break times, pupils behave well. There are good systems and resources to help them make the right choices. Pupils benefit from a variety of play equipment and willingly share it. During the inspection, for example, a group of pupils of different ages played caringly together with large cubes pretending to be a family of robots. In the dining hall, pupils all mix together, following the well-established rules. During breaks, staff are on hand to remind pupils what is expected, reward good behaviour and play with them.
- Pupils understand the difference between bullying and falling out. Records show that bullying is very rare. Nevertheless, pupils are taught about different types of bullying, such as racist or homophobic bullying. Pupils value differences and feel strongly that name calling is unkind. They are confident that staff will help them if they have a problem.
- Attendance is above average. Pupils are generally punctual to school and lessons. They enjoy school and do not want to miss out. There is some persistent absence, though this is below average and reducing. This is because absence is well followed up. Challenge and support are provided for pupils with a high level of absence.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils feel secure. The school safeguards them well. There are good procedures to maximise safety, including for all the different, well-organised outdoor areas. Pupils explore the new forest school area with freedom but sensibly and with a clear understanding of the safety rules.
- Child protection policies and procedures are appropriate and well understood within the school.
- Pupils understand why they need to use the internet safely and what problems there can be. They know the rules for e-safety and can explain what to do if there is a problem.

The quality of teaching

is good

- Staff plan and manage lessons well in all classes. They make clear what the key learning points are so that pupils know what to do and how they can be successful. Lessons proceed with real purpose.
- Relationships between staff and pupils are warm and positive. This helps create happy and constructive lessons. Teachers and teaching assistants often question pupils well, drawing out and improving their thinking.
- A particular strength of teaching is the way in which staff provide purposeful and well-honed individualised feedback to pupils, verbally and in the marking of their work. This helps pupils to know how well they are doing and what they particularly should do next to improve their work.
- Teachers' expectations of pupils are much higher than at the previous inspection. Consequently, in most lessons, teachers provide pupils with sufficiently difficult work. Often the tasks are varied for the different year groups in the class, but they are not always sufficiently different for the varied abilities of pupils within each year group. Pupils, therefore, do not always have tasks that are just right for their particular needs.

- The school gives sufficient time and emphasis to the teaching of reading.
- In a Key Stage 1 mathematics lesson, the pupils learned about counting in twos. They engaged well with clear teaching, and the work set by the teacher was challenging for most. The pupils benefited from working practically outside for a few minutes. However, some pupils were already able to do this work and hence did not learn much that was new to them. They carried out quite repetitive activities which they already knew how to do, which slowed their learning and progress.
- Teachers often develop pupils' literacy skills effectively in other subjects, which are taught in topics. When they do this, they rightly ensure that the particular skills which are special to the other subjects do not get forgotten.
- Classrooms are bright and attractive places for learning. The school also has many other places and facilities where teaching flourishes and is brought to life. These include the music and art rooms, the hall, the library and outdoor areas.

The achievement of pupils

is good

- In the national testing for Year 6 pupils in 2014, slightly more pupils than average reached the expected levels in mathematics. A smaller proportion achieved above average levels.
- In reading and writing, pupils attained better, with more of them than average reaching and exceeding the expected levels. All pupils made at least the expected progress.
- In English and mathematics last year in Years 2 and 6, the school's results compared favourably with those of schools nationally. In some other year groups, pupils did not do as well. This is now changing considerably. Right across the school, pupils now make good progress in English and mathematics. This indicates a considerable improvement, particularly in mathematics.
- In phonics (linking letters and sounds) in 2014, Year 1 pupils did not do well enough in the screening check. This led to a successful review of the teaching of phonics. The current Year 2 pupils about to retake the test show much better knowledge than they did. Current Year 1 pupils have learned their sounds well during the year.
- The pupils who read to inspectors did so confidently and accurately. They applied phonics rules correctly. They showed good comprehension. Pupils read widely and with enjoyment. In some cases, however, the reading books provided by the school are too easy for them, especially for the lower-attaining pupils.
- Pupils' writing is improving and of a secure standard. Inspectors saw several examples where pupils had written with interest, and appropriately to the task. They generally applied spelling, grammar and punctuation rules correctly. Sometimes, however, pupils do not form their letters tidily or correctly.
- Pupils across the year groups show good understanding of different religions, cultures and lifestyles. Furthermore, they show genuine interest in, and the wish to be supportive towards, people in different circumstances or with a different world-view to themselves. They also understand basics of democracy through school council elections, for example. This indicates strong preparation for their future lives in modern Britain.
- Disabled pupils and those with special educational needs achieve as well as their peers, making good progress academically and in terms of their personal and social development.
- Pupils eligible for the support of the pupil premium do at least as well as their classmates and other such pupils nationally. There is no evidence of any underachievement. However, the numbers of these pupils are so small that comparisons are difficult. The school has sound evidence of how it effectively helps many pupils who need additional support in developing social and academic skills.

The early years provision

is good

- Children of a wide range of abilities enter the Reception class. They make good progress from their different starting points. Current data, and what was seen by inspectors in lessons and around the classroom, show that children are already becoming well prepared for Year 1. This represents a major improvement. Last year, a below average number of children had the skills typically seen at the end of the Reception Year.
- The classroom and outside area are colourful and stimulating. Children enjoy a wide-ranging curriculum, meaning that their good learning happens across all of the areas it should.
- The school's focus on spiritual, moral, social and cultural development begins strongly in the early years.

Children learn to work well with others and help themselves. During the inspection, a child rushed up to the teacher upset that his toy train had been covered in sand. The teacher supported the child and asked if he could find a way of cleaning the train, enabling the child to take responsibility for solving the problem. He cleaned off the train himself using a brush.

- Teaching is good. Staff have a good understanding of individual needs and abilities, and develop children's skills and understanding, because they question children well and work closely with them.
- Children behave well. They understand the rules because staff provide clear guidelines. Children take care of each other and share their toys, books and games. Children participate in lessons and activities showing enthusiasm. Children know how to keep themselves safe and act sensibly. As in the rest of the school, there are effective procedures for safeguarding in the early years.
- The early years teacher manages the provision well. She is supported effectively by senior staff. She checks children's learning carefully and uses this information to plan worthwhile activities and lessons. Other staff are well deployed to provide additional support to the children and improve learning.
- Parents and carers also provide useful information; success at home is celebrated at school with 'wow' certificates. The teacher uses all of this knowledge to plan lessons and activities that meet the needs of all children.
- Children with special educational needs receive support that enables them to flourish. Resources are well looked after and are used to help the children to learn better.
- Children were confident and keen to share their writing with inspectors. Over time, this has improved. Children readily use their knowledge of phonics (the sounds that letters make) to write words and sentences and then read them back.

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	454130

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	85
Appropriate authority	The governing body
Chair	Paul Stout
Headteacher	Luke Atkinson
Date of previous school inspection	6 December 2013
Telephone number	01797 230325
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