

Chyngton School

Millberg Road, Seaford, East Sussex BN25 3ST

Inspection dates	1–2 October 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have taken successful action to ensure that the school has improved since the previous inspection.
- Teaching is good. All groups of pupils learn well and are now making faster progress from their starting points. Teachers make sure that pupils know how to improve their work.
- Leaders check the quality of teaching and pupils' progress and if any weaknesses are identified, effective support is given and improvement is expected.
- The school values are promoted extremely well through the school's mascot CASPAR, the lion.
- The positive 'I can...' attitude, which pupils respond to exceptionally well, permeates all that the school does. This has a strong impact on pupils' academic achievement as well as their personal development.
- Children get a good start to school in the early years because of the good quality of what is offered to them.
- Pupils behave well in lessons. They conduct themselves exceptionally well in the playground. They are polite, caring and respectful towards adults and each other.
- Pupils feel safe in school and are well looked after by all staff. Leaders ensure that all safeguarding requirements are met and implemented effectively.
- A parent summed up the views of many with the comment, 'Chyngton is a very friendly, positive and safe school. It is a great place to learn and the teachers are very understanding and approachable.' Inspectors agree with this view.

It is not yet an outstanding school because

- Despite all the work of the renewed senior leadership team there has yet to be a full impact on learning, particularly in further narrowing the gap in outcomes for all vulnerable groups.
- The best practice in teaching and learning, which ensures pupils make the best possible progress, is not shared widely enough across the school.
- On occasion, leaders' and teachers' expectations of what pupils can achieve are not high enough.

Full report

What does the school need to do to improve further?

- Build on the successful improvements that have already been made so that gaps between the outcomes of different groups, particularly the most vulnerable, continue to narrow.
- Further raise expectations of what pupils are able to achieve in order to promote the continued improvement in pupils' progress at a rapid pace.
- Share the best practice observed in teaching and learning more widely so that all staff and pupils benefit from the experience, skills and expertise in the school.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and governors have made significant and successful improvements since the previous inspection. Their work has ensured that teaching, learning and assessment are now good and as a result, pupils are making faster progress from their different starting points.
- Since the previous inspection, the school has developed a new leadership structure, including the recent appointment of a deputy headteacher. There are now clear roles and responsibilities and clear lines of accountability for all senior and middle leaders.
- Although only recently established, the work of the leadership team, at all levels, is already having an impact on improvement throughout the school. It is too soon, however, for their work to have had a full impact, particularly to further narrow the gap in the outcomes for vulnerable pupils.
- Senior leaders and governors rigorously check the quality of teaching and learning and the progress made by all groups of pupils. If any weaknesses are identified in teaching, effective support is given and improvement is expected.
- Staff and governors have a strong commitment to equal opportunities and check on the progress of all groups. They are aware that, although strongly improving, there remains a gap in the outcomes for disadvantaged pupils compared to other pupils nationally and others in the school. All staff ensure that pupils learn without any type of discrimination and that any language that may cause offence is not acceptable.
- The introduction of an 'I can...' approach throughout the school, in pupils' academic and personal development, has a very positive impact on pupils' outcomes. This approach has strengthened the ambition and aspirations of pupils, as well as staff.
- Staff morale is high and teachers respond well to the many opportunities to develop their skills through a range of training. This helps them meet school priorities and develop individual skills. Teachers who are at the beginning of their careers commented very positively on the quality and range of support they receive from leaders to enhance their teaching skills.
- Middle leaders are becoming increasingly effective and accountable. They have a positive impact on the development of their subjects, with clear targets for improvement. Although some subject leaders are new to their roles, their work is effectively supported by experienced leaders. They check pupils' work in books and know the strengths and weaknesses in their subjects and areas of responsibility. There are clear action plans to further develop leadership of all subjects.
- Pupils' spiritual, moral and social development is strong. Leaders ensure that pupils are effectively prepared for life in modern Britain. The school's values foster a culture of tolerance and respect. Pupils demonstrate a good understanding of democracy through, for example, the process of elections for pupil governors. Pupils learn about and respect different faiths and enjoy many experiences in the arts, music and sport, which promote their cultural development. There are, however, fewer opportunities for pupils to develop their awareness of diversity of different cultures beyond the local community.
- A significant factor in pupils' renewed and improved engagement and enjoyment in learning, which has supported their faster progress, is the way that subjects are taught. The school has worked with a cluster of local schools to design 'Learning Journeys' that link learning across a range of subjects and are based on a termly topic for each class. Topics range from the Second World War in Year 6 to Amazing Animals in Year 1.
- Pupils' experiences are enriched with a good range of extra activities including clubs, visits and visitors to school. A recent visit to a Roman villa was agreed by a group of pupils to be, '...a really exciting thing to do so now we know that it did actually exist'. The school makes excellent use of the outdoor space and the local area to enrich pupils' learning.
- Additional funding for disadvantaged pupils is used effectively to ensure that eligible pupils generally make good progress from their starting points. Their progress is tracked carefully and any additional support they receive is regularly checked to make sure that it is making a difference.
- The school uses the PE and sport premium for primary schools effectively in a range of ways to develop pupils' and teachers' skills. Additional sports clubs are provided and there is a good and increased take-up from all groups.
- Most parents who responded to Parent View express confidence in the school's leadership and management. Comments from parents included: 'The new headteacher has clearly had a positive impact

on the academic achievements of the pupils over the last couple of years', 'I feel very positive about the headteacher and the new deputy headteacher. We are very lucky to have such an experienced and dedicated chair of governors' and 'The school has improved greatly in the last two years since the new head started and seems much better organised and focused'.

■ **The governance of the school:**

- uses its broad range of expertise and skills to support the school effectively, holds leaders to account for the school's performance and provides challenge to senior leaders
- shares the ambition and determination to provide the best possible experiences for pupils
- ensures that additional funding is used effectively by rigorously monitoring the impact on outcomes for pupils, particularly regarding the use of the pupil premium
- is well informed by the headteacher and governors' own monitoring work
- understands the quality of teaching and learning and is involved in decisions relating to promotion and pay increases.

- The arrangements for safeguarding are effective. Leaders, including governors, ensure that safeguarding requirements are fully met. Policies are established and procedures are robust and well known by all staff.

Quality of teaching, learning and assessment is good

- In all classes, pupils learn in a calm, hard-working atmosphere. Teachers promote pupils' positive attitudes to learning through the 'I can...' approach and as a result, pupils enjoy learning and want to do well.
- Teachers plan and organise lessons carefully to motivate and capture pupils' interest.
- Well-planned teamwork between teachers and teaching assistants ensures that additional help given to pupils, to support and challenge, promotes good learning and progress.
- Teachers make good use of displays of work and questions to celebrate and support teaching and learning.
- Teachers use the school's assessment policy for marking and feedback consistently. Pupils value the feedback and say it helps them know how to improve. In most cases, teachers give pupils time to respond to their comments which helps correct any misconceptions and moves learning forward. This practice, however, is not yet consistent across the school.
- Pupils also like the 'learning buddy' system. A group of pupils agreed with one pupil who said, 'We can learn from our buddy because sometimes they see things you've done wrong and help you put it right and sometimes they help to explain things so you understand more.'
- Teaching places appropriate emphasis on developing pupils' skills in reading, writing and mathematics. Since the last inspection, however, there has been a much greater emphasis on developing other subjects. There are more opportunities, for example, for pupils to use and develop their reading and writing skills when working in other subjects. This is supporting pupils' increasingly good progress.
- Leaders have worked with determination and commitment to increase the quality of teaching phonics (the sounds that letters make). The highly positive impact of this is evident in the results of the Year 1 phonic check last year.
- The school has invested significantly in training and resources in mathematics. There is more consistency in teaching mathematics across the school as a result. Pupils enjoy their multiplication tables challenges, with some even working on it in the playground at lunchtime.
- Leaders are fully aware that in the overall picture of good teaching, learning and assessment there are particular strengths in some classes. Where this is the case, expectations are very high and pupils often make very good progress and achieve better outcomes. There are not currently enough opportunities for these strengths to be shared across the school, to ensure even greater consistency in the quality of teaching and learning.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good.
- There are positive and trusting relationships between pupils and adults. As a result, pupils are confident to take risks with their learning and are prepared to take on a challenge. They know that their opinions and efforts will be valued.
- All staff know the pupils well and so any specific care and welfare needs are well met in classes and in the playground.
- Pupils say that they feel safe in school and most parents agree that their children feel safe, are well looked after and happy at school.
- Pupils have a good awareness of different types of bullying. They say that there is no bullying in school just occasional falling out between friends. They are confident to talk to their teachers should they have any concerns and they feel secure in the fact that that if any issues should arise, they would be dealt with by staff.
- Pupils are very aware of the need to be safe when using the internet and know that the school monitors internet activity in school. Older pupils help to promote internet safety throughout the school.
- Pupils say that the school helps them to learn how to stay safe out of school through, for example, talks by police and fire officers.
- The breakfast and after school clubs provide a safe and healthy start and end to the school day. They are appreciated by pupils and parents. One parent commented, 'Breakfast club and after school clubs are fantastic, with enthusiastic, caring staff.'
- The school has rigorous arrangements in place for ensuring that safeguarding checks on staff are carried out. Visitors to school are suitably checked and staff ensure that the school site is kept safe.
- CASPAR, the school mascot, helps to effectively promote the school values of being caring, active, strong, proud, aspirational and respectful.

Behaviour

- The behaviour of pupils is good. Pupils and most parents agree that the school ensures pupils are well behaved.
- Behaviour in lessons is good and pupils learn without interruptions or distractions, as any low level disruptions are rare. Pupils enjoy being 'learning buddies' and respond well to the suggestions and opinions of others.
- Pupils' conduct in the playground is often exemplary. Pupils play extremely well together and are very polite, respectful and caring towards each other and adults.
- Pupils enjoy their responsibilities such as pupil governors and feel they have a real voice in the school.
- Attendance has improved and most pupils attend regularly. A new system being used this term is helping to improve punctuality.

Outcomes for pupils are good

- Since the previous inspection, outcomes for pupils have improved. The work of pupils currently in the school and the school's checks on progress show that pupils in all year groups are generally making good and improving progress from their starting points in reading, writing and mathematics.
- In 2015 the proportion of pupils who reached the required level in the Year 1 phonics check (the sounds that letters make) was considerably above average and a marked improvement on the previous year. Pupils use phonic skills well to read unfamiliar words and to help with their writing. Many pupils across the school read with fluency, expression and understanding. Reading for enjoyment is promoted well. Pupils can express their preferences for their favourite authors and poets and give considered reasons for their opinions. Older readers develop good skills of inference and deduction to help their depth of understanding of more complex texts.

- Although the results have yet to be published, attainment by the end of Year 2 in 2015 demonstrated a significant improvement from the previous two years. The proportion of pupils who reached the expected level was above average in reading and writing and close to average in mathematics.
- Attainment by the end of Year 6 in 2014 improved considerably from the previous year and was above average. In 2015, however, there was a dip in reading and mathematics and the proportion making the expected progress was below average. There was, however, an improvement in writing.
- The school's detailed records of pupils' progress over time show that the 2015 Year 6 group made inadequate progress in Year 3 and Year 4, particularly in mathematics. Additional support over Years 5 and 6 ensured that they made much faster progress, but this was not enough for them to catch up.
- Currently in all year groups, the most-able pupils are challenged sufficiently well and make good progress. In 2015, the proportion of pupils reaching the higher level in mathematics and making expected or better progress was below average. In reading, however, the proportion reaching the higher level was above average; in writing and grammar, punctuation and spelling, it was just below. Leaders have taken effective action to increase the challenges for pupils in mathematics.
- Pupils are motivated by the 'Learning Journey' topics and themes. School information shows that most pupils are achieving outcomes expected for their age across a range of subjects with particular strengths in music, and design and technology. Almost all pupils in the current Year 3 and Year 6 are achieving good outcomes in nearly all subjects.
- In 2014 and 2015, the attainment of disadvantaged pupils in Year 6 was below that of other pupils nationally and others in the school in reading, writing and mathematics. Leaders have focused intently on the outcomes for disadvantaged pupils and monitored the impact of any additional support they receive. As a consequence, pupils are making more rapid progress – similar to that of other groups. Although gaps in their attainment remain, these gaps are narrowing.
- Disabled pupils and those who have special educational needs receive effective, well-targeted help. Their needs are identified and appropriate support is provided.

Early years provision

is good

- Children start in the early years with skills and knowledge that are often below those typical for their age, particularly in their self-confidence and self-awareness, speaking and writing skills. Their number skills are generally above what is typical for their age.
- Children are given a good start at school. They make good progress and catch up quickly. For the past two years, by the end of the Reception year the proportion of children reaching a good level of development has been above the national average. As a result, children are well prepared to continue their education in Year 1.
- Since the previous inspection, the early years has expanded to three classes. Staff work well as a team. Adults know the children well because there are good procedures to get to know children and their families before they start. This helps children to settle quickly and happily into the routines and expectations of school life.
- On-going good relationships with parents ensure that they are well informed about their children's progress. Parents commented that they felt they could approach staff at any time and they are pleased with how well their children have settled. One parent wrote, 'My son goes to school happy and comes home happy.'
- The quality of teaching, learning and assessment is good. Children are given stimulating experiences so that they are motivated and want to explore and find things out for themselves. Staff have a good understanding of the needs of young children. Effective conversations and questions challenge the children to think for themselves and move learning on quickly. Children rapidly develop self-confidence and independence.
- Children behave well, respond quickly to instructions and learn how to keep themselves safe. Welfare requirements are met well and children are kept safe and secure both indoors and outdoors at all times.
- Children's work is displayed, which gives them a sense of pride and achievement. Opportunities to promote children's reading and writing are not of a consistent quality in all three classes.
- Good leadership ensures that assessments of outcomes in learning are used well to plan the next steps. All groups, including disadvantaged children and disabled children and those with special educational needs make similar good progress because their needs are met well.

School details

Unique reference number	114426
Local authority	East Sussex
Inspection number	10002393

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	424
Appropriate authority	The governing body
Chair	Jane Branson
Headteacher	Robin Tollyfield
Telephone number	01323 893281
Website	www.chyngton-primary.e-sussex.sch.uk
Email address	office@chyngton-primary.e-sussex.sch.uk
Date of previous inspection	18–19 September 2013

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs is below average.
- The proportion of disadvantaged pupils who are supported by the pupil premium is below average. (The pupil premium is additional government funding for those pupils known to be eligible for free school meals and those who are looked after.)
- Since September 2015, the school has expanded the early years provision from two to three classes in the Reception Year.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The headteacher was appointed in September 2013. The deputy headteacher was appointed in September 2015.
- The school provides daily breakfast and after-school clubs.

Information about this inspection

- Inspectors observed learning in 18 lessons. They talked to pupils about their work and looked at the work in pupils' books. Inspectors observed pupils at playtimes and lunchtimes and asked them for their views on the school. Inspectors also heard some pupils read.
- Meetings were held with the headteacher, deputy headteacher and other staff with key leadership responsibilities.
- Discussions were held with governors and a representative from the local authority.
- Inspectors looked at a wide range of documents including: the school's own check on its performance and the quality of teaching; the school improvement plan; information on pupils' progress; and records relating to attendance, behaviour and safeguarding.
- Inspectors looked at the 57 responses to the online questionnaire Parent View, and some written comments. They spoke to some parents at the start of the school day.

Inspection team

Margaret Coussins, lead inspector	Ofsted Inspector
Roger Fenwick	Ofsted Inspector
Stephanie Scutter	Ofsted Inspector

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