

Inspection of a good school: Ticehurst and Flimwell Church of England Primary School

Steellands Rise, Ticehurst, Wadhurst, East Sussex TN5 7DH

Inspection date: 23 October 2019

Outcome

Ticehurst and Flimwell Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and safe at school. They say that their experience is 'fantastic' because staff are so helpful. Pupils are proud of their achievements. They are keen to get involved in the varied activities on offer, and they take the responsibilities they are given very seriously.

Pupils work hard in their lessons because they understand that learning is important. They listen to their teachers and follow instructions carefully. Pupils help each other if someone gets stuck. Teachers make it clear that they have high expectations of their pupils and that they want them to do well. Pupils say that this motivates them to learn even more.

Staff make pupils' safety a priority. They provide a safe environment, where pupils can be at their ease. Bullying is very rare. Pupils say that, if it happens, staff resolve it straightaway. Indeed, pupils are protective of each other. Older pupils look out for the younger ones.

Teachers provide rich opportunities for pupils to learn beyond the classroom. They want to make sure pupils have bright futures. Recently, staff put on a careers fair for the first time, and pupils enjoyed it very much. They also love looking after the school guinea pigs, rabbits and chickens.

What does the school do well and what does it need to do better?

The school continues to offer pupils a good and stimulating quality of education. Leaders have carefully considered what they want their pupils to learn. They have planned a curriculum that supports pupils to build on what they have learned before. For instance, in science pupils follow a clear and well-planned programme of learning. They can remember key scientific terms such as 'evaporation' and 'condensation'. Staff teach these

ideas through practical work and discussion. Teachers have a secure understanding of what pupils need to learn in each subject. One lesson's learning forms the foundation for the next. In this way, pupils increase their knowledge. Leaders know that there are still some subjects that need further development. This work is well underway.

The curriculum is not just about what pupils learn in specific subjects. It goes further than that. Teachers provide pupils with wide-ranging activities that broaden their learning. Many pupils have developed a passion for sport as a result of the school's provision. They relish the tournaments and clubs that are on offer. There is much more on offer, including cooking, Latin and sewing. If pupils show an interest, then staff make sure they can follow it up.

Leaders are successful in developing pupils' love of reading. Staff have planned carefully the range and quality of reading they offer the pupils. Whether it is pupils learning about stories from Hindu mythology or reading modern fiction, they are excited to find out more. Their reading records show that they read widely and often. Younger pupils begin learning phonics as soon as they join the school. Teachers develop children's early reading skills in a systematic and thorough way. By the end of key stage 1, pupils achieve well in reading. Pupils read aloud with liveliness. Older pupils are fluent readers. Pupils grapple with difficult ideas well through what they read.

Teachers make sure that pupils with special educational needs and/or disabilities are included in all aspects of learning. They generally adapt teaching well to support pupils with SEND. That said, leaders know the support could be even better matched to pupils' needs. They have plans in place to develop further teachers' skills.

Pupils' attitudes towards their learning are good. Pupils want to please their teachers because they can see how hard they work for them. Leaders take seriously the importance of their pupils' mental health. Pupils value the support they receive when they feel anxious or angry. Pupils have a good understanding of British values. The school's Christian ethos is strong. Pupils have a clear sense of right and wrong. They have practical experience within school of how democracy works. Pupils talk about how they campaign in elections for posts of responsibility.

School leaders consider staff well-being when making decisions. Staff feel valued because leaders support them. Staff say that they have the time and the resources to help them become better teachers.

The governing body has been through considerable change in the last two years. Governors now have the necessary skills, knowledge and purpose. They work well with the headteacher. Together, they are determined there will be further improvement.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture in the school. Staff are well trained and clear about their responsibilities. They are quick to spot any concerns and pass them

on. The headteacher is conscientious and ensures that she gets the right help for pupils who need it. Leaders and governors ensure that appropriate checks are carried out on anyone who works at the school.

Pupils know where they can go for help. They also take an interest in each other's well-being. They see school as a safe and happy place. They are keen to keep it that way.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's work to update plans for teaching the foundation subjects has begun. Leaders need to continue with the revisions and additions to the curriculum. They should ensure that subject plans set out what specific knowledge and skills teachers need to teach, and the sequence of this learning.
- Teachers should have further support as to how to include and support pupils with SEND in their learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Ticehurst and Flimwell Church of England Primary School to be good on 24–25 February 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 114524 |
| Local authority | East Sussex |
| Inspection number | 10111311 |
| Type of school | Primary |
| School category | Voluntary-controlled school |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Gender of pupils in sixth-form provision | Mixed |
| Number of pupils on the school roll | 98 |
| Appropriate authority | The governing body |
| Chair of governing body | Penny Gaunt |
| Headteacher | Fiona Sayers |
| Website | www.ticehurst.e-sussex.sch.uk |
| Date of previous inspection | 24–25 February 2016 |

Information about this school

- In July 2017, the local authority put in place an interim executive board (IEB) in response to concerns about governance at the school. The IEB was disbanded in July 2019 and a shadow governing body was set up in September 2019. The chair of the IEB is working alongside the chair of the governing body that will take over in January 2020.

Information about this inspection

- Inspectors met with several leaders, including the headteacher and two governors, one of which was the chair.
- The lead inspector spoke with a local authority representative.
- Inspectors evaluated the quality of education by looking in detail at reading, mathematics and science. Inspectors discussed curriculum design with leaders, carried out lesson visits, scrutinised pupils' work and spoke with pupils and teachers from the lessons visited.
- Inspectors evaluated the effectiveness of safeguarding. The school's single central

record was reviewed. Inspectors met with the designated safeguarding lead.

- Inspectors considered the views of nine members of staff who responded to the Ofsted online survey for staff.
- Inspectors took account of the 20 responses to the Ofsted Parent View survey and the ten free-text responses. An inspector met with parents at the beginning of the first day of the inspection.
- Inspectors met with pupils formally and informally to discuss their views about the school. Inspectors also noted the 29 responses to the Ofsted pupils' survey.

Inspection team

Yasmin Maskatiya, lead inspector

Her Majesty's Inspector

Liz McIntosh

Ofsted Inspector

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