

Inspection of a good school: Hankham Primary School

Hankham Road, Hankham, Pevensey, East Sussex BN24 5AY

Inspection dates:

17 December 2019

Outcome

Hankham Primary School continues to be a good school.

However, inspectors have some concerns that standards may be declining, as set out below.

What is it like to attend this school?

This small rural school aims for its pupils to become global citizens. The strong international dimension of the school is seen in all aspects of school life. Pupils enjoy the many international links the school has made and welcome the visitors they have from other countries. Therefore, pupils appreciate, respect and celebrate diversity.

Leaders aim for pupils to do well. They have reviewed the curriculum, and plans for learning are in place. However, leaders have not organised well the way that plans are used to suit the mixed-age class structure. Therefore, pupils of the same age in different classes do not always learn the same knowledge and skills. This hampers pupils' ability to build knowledge over time.

Pupils work well together in their mixed-age classes. They respect each other's views, listen to teachers and most behave very well.

Pupils are happy and feel safe in school. Bullying is not an issue. Although a few parents say that there are some incidents of bullying, pupils say that there is none. Pupils are confident that any member of staff would help them and swiftly resolve any issues they had. Pupils play cooperatively together on the playground.

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

Leaders have introduced a curriculum based on the national curriculum and the United Nations sustainable development goals. This has captured everyone's interest. As a result, pupils want to learn, and most behave and concentrate well. In some subjects, for example geography, leaders ensure that the work builds pupils' knowledge and skills year on year. However, in other subjects, for example mathematics, pupils of the same age who are in different mixed-age classes learn different things. As a result, in these subjects, pupils do not effectively build their learning over time.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) have an ambitious curriculum and that they learn the same things as other pupils. There are clear plans in place to help pupils with SEND. Staff supporting these pupils want the best for them but have not had training to help them effectively deliver the plans. As a result, pupils do not reliably access the help they need. Consequently, some pupils behave poorly and do not learn well. Children with SEND in early years and those who have structured programmes in lower key stage 2 have more effective support.

Leaders recently introduced a mathematics scheme with clear aims. Staff's mathematical knowledge is strong. However, leaders' planning and sequencing of learning is not well structured and hampers pupils' ability to know and remember more over time. Therefore, pupils do not achieve as well in key stage 2 as they do in key stage 1. Children in early years are well prepared for the next stage in their learning through appropriate and interesting activities in mathematics.

Leaders prioritise reading. Children in the early years grasp new sounds quickly. Key stage 1 pupils know and understand their sounds. Teachers use assessment well. Children who fall behind are swiftly helped. This has resulted in an improvement in the Year 1 phonics screening check, which is now above the national average. There is a strong emphasis on storytelling throughout the school. However, teaching reading in key stage 2 is not well organised. Teachers individually decide the learning texts used in each classroom, and it is not clear how this builds pupils' reading skills. Pupils' reading books are not monitored by staff. Pupils say that teachers do not always know what they are reading. Pupils of the same age in different classes are not expected to read the same amount or with the same frequency. Pupils in key stage 2 do not achieve as well in reading as they could.

Leaders ensure that most subjects are well planned. The curriculum is designed to give all pupils the knowledge and skills they need for future learning. For example, in geography pupils talk about what they have learned in the past and one class was gripped by the topic 'Extreme Earth'.

Leaders carefully monitor and strongly encourage regular attendance. There are systems for contacting parents and rewards for pupils. Despite this, too many pupils are still persistently absent.

Pupils benefit from a wide range of extra-curricular activities and opportunities to take responsibility. All pupils take part in the lunchtime clubs and charity events. Special days such as European Day further enhance pupils' cultural awareness. Pupils are proud to be school councillors.

Staff feel well supported by senior leaders. They appreciate that their workload has been reduced by recent changes implemented by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Everyone makes safeguarding a top priority in the school. All staff and support staff are

clear about safeguarding procedures. Staff know exactly what to do if they have any concerns about pupils. Governors regularly check to make sure that the systems and processes are effective. Leaders support vulnerable pupils and their families to help them get the help they need. Parents are reminded about who they can go to for help in every newsletter. Further information about child protection and keeping children safe online is provided on the school's website. Pupils are taught regularly about safety online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders should ensure that the planned curriculum is being implemented reliably across all subjects, so that it meets the needs of all pupils better and more pupils are able to know and remember more of the curriculum over time.
- Leaders should ensure that the reading curriculum is designed and organised so that more pupils are able to read well by the end of key stage 2.
- Teachers make every effort to meet the needs of pupils with SEND within their classes. However, leaders do not ensure that this provision is well organised or monitored. Leaders should ensure that all staff are well trained and supported to meet the needs of pupils with SEND so that these pupils are able to benefit from the adaptations and support planned for them.
- Leaders should continue their efforts to improve the attendance of persistently absent pupils, so that all pupils have regular attendance and an uninterrupted education.

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 second section 8 inspection since we judged Hankham Primary School to be good on 1–2 February 2012.

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

Unique reference number	114395
Local authority	East Sussex
Inspection number	10111367
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	146
Appropriate authority	Local authority
Chair of governing body	Mr Ken Saxby
Headteacher	Mrs Sarah Timlin
Website	www.hankhamschool.co.uk
Date of previous inspection	4 May 2016

Information about this inspection

- As part of the inspection we did deep dives in these subjects: reading, mathematics and geography. We met with the headteacher, deputy headteacher, subject leaders for reading, mathematics and geography and a group of governors including the chair. To gain a clear view of the quality of education in the school we discussed the curriculum with school leaders, subject leaders, class teachers and governors. We made visits to lessons, spoke to pupils and discussed their work with them. I also heard some pupils read.
- We observed playtime and behaviour in lessons and around the school.
- We considered 24 responses to the Ofsted Parent View survey. We also considered 15 free-text responses completed by parents.
- We analysed a range of the school's documents, including leaders' self-evaluation and improvement planning; safeguarding checks, policies and procedures and publicly available pupil achievement information.

Inspection team

Lesley Corbett, lead inspector	Ofsted Inspector
Matt Batchelor	Ofsted Inspector

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