

# Inspection of Chailey St Peter's Church of England Primary School

East Grinstead Road, North Chailey, Lewes, East Sussex BN8 4DB

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Inspection dates: 3–4 March 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

This school has improved since the previous inspection. Pupils know that staff have high expectations of them. Pupils work hard to do their best and so achieve well. By the end of Year 6, they are well equipped to move on to secondary school.

Pupils enjoy school. They appreciate how teachers make learning interesting and explain things clearly. If anyone does not understand something, then staff take time to go over it again until they do.

Pupils feel safe in school. They are very firm that there is no bullying. If it does start, then it is quickly nipped in the bud. Pupils know that they can always approach an adult with any worries. Pupils trust staff to listen and act appropriately.

Pupils behave well, both in lessons and at playtimes. Some pupils sometimes struggle to behave. Staff are good at helping these pupils to regulate their own behaviour. Pupils get on well together and take care of each other.

Parents and carers are happy with the school because their children flourish in this warm, inclusive community. One parent explained, 'The teachers are caring and foster an environment of friendship and support.'

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

Senior leaders, staff and governors have high expectations for pupils at this school. All echo the executive headteacher's view that 'there is no limit put on what children can achieve here'. This is reflected in the substantial improvement that the school has enjoyed in the last year.

Leaders have designed a curriculum to match the national curriculum. It is planned carefully to make sure that pupils build skills and knowledge over time. This has not always been true. Pupils still have some gaps in their learning in some subjects in the wider curriculum. This year, senior leaders have improved areas of the curriculum that have not been strong in the past. These include art and science. The leaders of these two subjects have an expert knowledge of the curriculum. However, not all staff have the same skill and confidence in teaching some subjects.

Pupils with special educational needs and/or disabilities (SEND) are fully included in the curriculum. Staff, ably supported by an experienced special educational needs coordinator (SENCo), provide them with the help they need to achieve well. This is equally true in lessons and when pupils receive help outside the classroom.

Senior leaders and staff all agree on the central importance of reading. Children begin to learn phonics from the time they join the school in Reception. Staff are skilled in teaching reading. They assess pupils' learning regularly and are always on the look-out for any pupils who start to struggle. They make sure that these pupils receive help quickly, so most catch up. Pupils grow to love books and words. As

pupils move through the school, they gain a rich and varied vocabulary, which they put to good use in their writing.

Behaviour has improved in the last year. The new behaviour policy is clear and staff apply it consistently. Pupils agree that rewards and sanctions help them to behave well and do their best.

The curriculum provides well for pupils' wider personal development. Pupils learn about different careers that are open to them. For example, lessons open pupils' eyes to the world of engineering. As part of this, pupils learn about famous women engineers from different cultural backgrounds. This helps pupils to understand and challenge different stereotypes. Pupils have many opportunities to take responsibility in the school. Pupils serve as members of the anti-bullying league, the eco team and as 'worship welcomers'.

Teachers plan trips and visits with disadvantaged pupils' needs very much in mind. For example, pupils travelled by train when visiting the British Museum. This was some pupils' first train ride. Leaders make sure that as many disadvantaged pupils as possible join in with the various clubs and activities on offer outside the school day.

Children get off to a good start in early years. Staff have the same high expectations as elsewhere in the school. The well-taught curriculum enables children to gain new knowledge and skills. Children in early years learn and behave well. They enjoy the activities on offer and stick at tasks until they are done. Children learn to share and cooperate. Everyone gets on well together. Occasionally, staff miss opportunities to help children to go one step further in their learning. However, by the end of their first year in school, children are ready to join key stage 1.

## **Safeguarding**

The arrangements for safeguarding are effective.

Senior leaders and governors make sure that all safeguarding procedures are securely in place. Staff have regular training. They understand up-to-date advice, so that they know how to look after pupils. Staff know what to do if they have any concerns about a pupil. All staff who work at the school are always alert to signs that a pupil may be vulnerable.

Pupils learn how to stay safe in different situations. These include when online, on the road and in the community. Staff regularly re-visit the school value, 'Learn how to stay safe' in assemblies, workshops and lessons.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Until recently, some subjects in the wider curriculum have not been planned carefully enough. These include art and science. This has left pupils with gaps in their knowledge. Leaders should continue to strengthen the curriculum so that pupils achieve well in all subjects.
- Weaknesses in the wider curriculum have left some teachers without the subject-specific knowledge and skills that they need. This means that they are not able to help pupils to achieve well in these subjects. Senior leaders should make sure that staff receive the training they need to equip them to teach all subjects of the curriculum well.

## 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 the school and 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

<b>Unique reference number</b>	114495
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10111153
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	139
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jenny Barnard-Langston
<b>Headteacher</b>	Gemma White (Executive headteacher)
<b>Website</b>	<a href="http://www.chailey-st-peters.e-sussex.sch.uk">www.chailey-st-peters.e-sussex.sch.uk</a>
<b>Date of previous inspection</b>	29 January 2019, under section 8 of the Education Act 2005

## Information about this school

- The head of school joined the school in September 2019.
- The current governing body is a shadow governing body. Governors have received support, supervision and training from the local authority to enable this to become a full governing body. The local authority now has confidence that the governing body has the skills and experience to be able to operate without external support.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- I met with the executive headteacher and head of school regularly throughout the inspection. I also had meetings with the SENCo and the early years leader. I met with three governors, including the chair and vice-chair of governors. I spoke to a representative of the local authority on the telephone to discuss their support for the school. I also had a meeting with a representative of the local diocese. An

inspector met with several parents on the playground at the start of the school day.

- We conducted deep dives in reading, mathematics, science and art. These deep dives consisted of linked activities to gather evidence about how well pupils are helped to gain knowledge and skills. We had discussions with the executive headteacher and head of school and met with the leaders of each of these subjects. We visited lessons in all classes and spoke to pupils and teachers from these lessons. We looked at pupils' work with curriculum leaders.
- I met with pupils from Years 3 to 6 to find out about how much they had learned and remembered during their time at the school in a range of subjects.
- We spoke to pupils and staff throughout the inspection. This was in addition to a meeting with the executive headteacher to discuss how the school keeps pupils safe. Safeguarding was also discussed at the meeting with governors. I also looked at various documents relating to safeguarding, including the school's single central record.
- I considered 24 responses to Ofsted's confidential questionnaire, Parent View. There were no responses to the staff and pupil surveys.

### **Inspection team**

Bruce Waelend, lead inspector

Ofsted Inspector

Susan Conway

Ofsted Inspector

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