

# Inspection of Cross-in-Hand Church of England Primary School

Sheepsetting Lane, Cross in Hand, Heathfield, East Sussex TN21 0XG

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Inspection dates: 20 and 21 April 2022

**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?**

Pupils are cheerful, kind and welcoming. One pupil said, 'Everyone enjoys coming to school here.' Staff use many different approaches to help develop a real sense of belonging. For example, older pupils take on leadership roles which include librarians, peer mediators and play leaders. These pupils support their peers to select and enjoy books in the school library or play happily together outside.

Pupils told us that they feel safe from harm in school and that they have learned how to keep themselves safe, including on the internet and on roads.

Pupils are proud of their school and one another. They have a very strong awareness of justice, believing that everyone has the right to be respected and treated well. Clear expectations and routines mean the school is very calm and supportive. Bullying is rare. If there is an incident, leaders ensure that robust but sensitive action is taken.

Pupils in this school enjoy learning because lessons are varied and interesting, with many practical activities. In most subjects, pupils learn and apply their knowledge with fluency and confidence. However, in a few subjects, the sequence of learning is not yet fully embedded. This means that pupils are not able to build on what they know and can do.

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

Pupils benefit from a broad and interesting curriculum. Leaders have ensured that the curriculum for reading, mathematics, science and some foundation subjects, such as history, is well sequenced. Leaders have identified clear end points for each year group which are related to the programmes of study of the national curriculum. This means that pupils learn more and remember more as they progress through the school. In science, older pupils can remember key things that they learned as far back as Year 1 and how they relate to the work they are doing now. However, in some subjects, there are gaps in pupils' memory of previous work.

Leaders' work to refine the curriculum in foundation subjects is at various stages of development. In geography, leaders have not yet identified the most important things that pupils must know. This means that pupils could miss vital learning that helps them in future years. In a few other subjects, such as art, leaders have identified and sequenced what pupils need to learn. However, the curriculum is newly implemented and pupils do not yet make clear connections between new and existing knowledge. This means that pupils' learning in a few foundation subjects is not as secure.

Teachers have expert knowledge across many subjects. For example, in mathematics, teachers enable their pupils to understand and apply essential skills to new situations. All pupils are expected to be ready if they are called on to recall key facts. Their responses demonstrate how focused and keen they are to do well. Pupils show real determination in their learning.

The early years leaders have a strong understanding of the new early years curriculum. There are clear systems that help children settle into their new school. Children start to read early in school. Reading is at the heart of learning. Adults and pupils talk enthusiastically about the books that they read. Staff have been trained to teach the new phonics programme. It is clear what sounds pupils should know as they move through the school. Teachers make regular checks to ensure that pupils keep up. Pupils are supported well if they fall behind. Leaders have purchased books that are well matched to pupils' needs.

The school is inclusive and nurturing. Pupils with special educational needs and/or disabilities (SEND) are welcomed and get the right support from a very early age. There are accurate systems to identify pupils who have additional needs. Teachers make regular checks to see how well pupils with SEND are doing. They are supported well. Staff work effectively with external agencies to provide pupils with the help they need. The special educational needs coordinator provides staff with appropriate support. Pupils understand that some children have additional needs and they are sensitive to this. Parents are happy with the support their children receive.

Leaders and governors are passionate about developing pupils' personal development. They promote the need to be resilient and to care for others. Leaders plan opportunities for pupils to develop leadership skills and qualities. Leaders are careful to promote equal opportunities and encourage pupils to raise their aspirations. Pupils develop as confident, successful young people who are ready for life at secondary school and the wider world. Leaders take care to consider the workload of staff. Staff members get on well and feel that leaders are approachable.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders place the safeguarding of pupils as a priority. New staff receive detailed information about how to keep pupils safe. Staff know which signs to look for to identify a range of safeguarding concerns. They know who to talk to should they have any concerns about pupils' safety. Safeguarding records show that leaders act quickly to ensure that pupils get the support they need.

Staff receive regular updates about safeguarding. Governors challenge leaders and check that procedures are being followed. Leaders have been quick to respond to safeguarding issues identified nationally and locally. Pupils and staff

recently received training about online safety. Pupils know what to do if they have concerns about the messages they receive or online material.

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

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

- Leaders have not yet considered carefully enough what pupils must know and remember, and the order in which pupils learn new content, in every foundation subject. This means that, in a few foundation subjects, pupils are not building their knowledge securely enough. Some pupils also find it difficult to connect with what they have learned previously. Leaders should identify what is essential for pupils to know and remember and in what order pupils should learn new content. They should ensure that pupils are supported to make meaningful connections to previous learning. However, it is clear from leaders' actions that they are in the process of reviewing the curriculum in all subjects within their identified timescale. For this reason, the transitional arrangements have been applied.

## **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 information from Ofsted Parent View 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

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| <b>Unique reference number</b>             | 114496   |
| <b>Local authority</b>                     | East Sussex  |
| <b>Inspection number</b>                   | 10211979   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary controlled   |
| <b>Age range of pupils</b>                 | 5 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 384  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Vicky Crouch   |
| <b>Headteacher</b>                         | Sarah Massheder  |
| <b>Website</b>                             | <a href="http://www.crossinhandschool.com">www.crossinhandschool.com</a> |
| <b>Date of previous inspection</b>         | 7 February 2019, under section 8 of the Education Act 2005               |

## Information about this school

- The school runs its own early morning and after-school provision for pupils.
- The school does not currently use any alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and took that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders, curriculum leaders, staff, pupils and representatives of the governing body. An inspector held a telephone discussion with a representative from the local authority.
- Inspectors considered the 33 responses to Parent View, Ofsted’s online survey, including parents’ free-text comments. Inspectors also considered the 28 responses to Ofsted’s staff survey and the 64 responses to Ofsted’s pupil survey.

In addition, the inspectors considered the school's own pupils' and parents' questionnaires.

- Inspectors carried out deep dives in reading, mathematics, art and design, and science. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also listened to some pupils read.
- To inspect safeguarding, inspectors checked documents and records relating to safeguarding. Inspectors looked at safeguarding policies and procedures and met with the designated safeguarding leader. They talked to staff about how they keep pupils safe and talked to pupils about how they learn to stay safe.
- Inspectors observed playtimes and lunchtime in the dinner hall and talked to pupils about their views of the school.
- Inspectors met with staff to discuss the training they have received, including for teachers new to the profession. They also took into account staff's views about how their workload is managed.

### **Inspection team**

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|--------------------------|------------------|
| Jo Lakey, lead inspector | Ofsted Inspector |
| Mary McCarthy            | Ofsted Inspector |
| Owen McColgan            | Ofsted Inspector |

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