

Inspection of Chyngton School

Millberg Road, Seaford, East Sussex BN25 3ST

Inspection dates: 10 and 11 May 2022

Overall effectiveness **Good**

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 happy at Chyngton. They are proud of their school. They say that the school values 'Be kind, be safe, be ready for learning' match their day-to-day experience of school.

Pupils learn to be kind to each other. They understand that everyone is different. They view this positively, and staff help them to value difference in the wider world.

Pupils are safe. They know how to stay safe online. They are confident that they can use the worry boxes to share any concerns and that staff will respond.

Staff have high expectations of children right from the start in early years. Children respond readily to these. This helps them to be ready to learn, which they do successfully. In classes and around the school, pupils generally behave well. Those who need extra help to manage their behaviour get the support they need.

Pupils say that they learn skills to help sort out any minor fallouts. They know that staff are on hand to provide help and guidance if they need it. Pupils say that bullying is rare and quickly dealt with.

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

Leaders, including governors, are determined that all pupils will succeed. They have brought about improvements in the curriculum and in managing pupils' emotional and social needs. As a result, the quality of education that pupils receive is good. Leaders have designed a curriculum with clear sequences of learning in each subject. They have considered their community and pupils' views within this design. The curriculum is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND).

Subject leaders are knowledgeable and enthusiastic. They help to provide training and support for staff. As a result, staff have strong subject knowledge across the curriculum. Teachers assess what pupils know and can do carefully and regularly in English and mathematics. This helps ensure that pupils build knowledge well. Leaders know that assessment is not yet fully developed across the wider curriculum. As a result, sometimes teachers do not know precisely what to teach next.

Reading is given high priority. Children begin learning letter sounds as soon as they start school. Well-trained staff have the skills to teach phonics well. If pupils fall behind, adults spot this quickly and support them to catch up. The books pupils read are matched to the sounds they know. This helps them to experience success and grow in confidence. Pupils take pleasure from reading. Older pupils talk fondly about favourite stories and poems. They love using their library regularly and with increasing independence. It is well organised and inviting.

The mathematics curriculum is ambitious. It is well sequenced and has made clear the important information pupils need to learn. Teachers build knowledge well. Pupils enjoy mathematics. They are confident mathematicians who relish the challenges they are given. Pupils, including those with SEND, demonstrate a wide range of mathematical knowledge and competence from an early age.

Pupils with SEND are well supported by staff. Pupils' needs are identified early, and specific actions are agreed to help pupils make progress. The support is well planned and managed. Pupils with SEND are fully included in both the curriculum and the wider life of the school.

Pupils know that they have a voice in the school. They take additional responsibilities, such as being a pupil governor, seriously. This helps build a strong sense of community. Equality is taught and modelled throughout the school. Pupils know that it is unacceptable to judge someone based on their appearance, faith or gender.

Leaders and teachers help children to behave well. They promote pupils' self-control and teach pupils social and emotional skills. Staff deal with any poorer behaviour in a positive and supportive way so that any disruptions to learning are limited.

Governors support and challenge school leaders well. They know the school's strengths and areas for development. Staff feel well supported by leaders and appreciate that their workload and well-being are considered.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities regarding safeguarding. They receive regular and clearly focused training. Staff know how to identify pupils who may be at risk of harm. Leaders are highly responsive to any concerns that staff may pass on. They work closely with a wide range of agencies and ensure that pupils get the help they need to stay safe.

Pupils learn about keeping themselves safe, including online. Staff analyse records to identify any patterns that might indicate pupils need more information or input around specific issues. This helps pupils to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Systems to check the progress that pupils make through the curriculum are not fully developed in some foundation curriculum subjects. This means that leaders do not have an accurate overview of how well pupils are progressing. Leaders

should develop approaches to check that pupils know and remember the key knowledge across the full range of subjects on offer.

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

Unique reference number	114426
Local authority	East Sussex
Inspection number	10227282
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	389
Appropriate authority	The governing body
Chair of governing body	Jane Branson and Chris Mercer (Co-chairs)
Headteacher	Robin Tollyfield
Website	www.chyngton-primary.e-sussex.sch.uk
Date of previous inspection	25 April 2019, under section 8 of the Education Act 2005

Information about this school

- The school is currently in the process of converting to become an academy.
- 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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the lead inspector met regularly with school leaders. The lead inspector met with the co-chairs of the governors and had a telephone conversation with a representative from the local authority.
- The inspectors conducted deep dives into reading, English, mathematics, science, physical education and computing. For each deep dive, an inspector discussed curriculum planning with the subject leader, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils reading.

- Records associated with safeguarding were reviewed, including the single central record and appointment procedures. The inspectors spoke to staff about their safeguarding training and spoke to pupils about the support they have in understanding how to keep safe.
- Inspectors reviewed responses to Ofsted's parent, pupil and staff questionnaires.
- The inspectors met with groups of staff to discuss their views about the school, including workload and well-being. The inspectors met with several groups of pupils, as well as speaking to them during lessons, in the playground and around the school.

Inspection team

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