

Inspection of a good school: Little Horsted Church of England Primary School

Little Horsted, Lewes Road, Uckfield, East Sussex TN22 5TS

Inspection date: 31 January 2023

Outcome

Little Horsted Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils here are enthusiastic and articulate about their school and learning. They enjoy coming to this nurturing and welcoming school. The ethos of 'letting your light shine' is fostered across the school. This begins in Nursery. It is here that children learn the shared routines which develop throughout the school.

Expectations for behaviour are high. Pupils understand why the three rules of being 'ready, respectful and safe' are important. They are proud to adhere to these. Instances of bullying are rare, but pupils are rightly confident that any incidents will be dealt with. They name trusted adults who they can talk to if they have any worries. The student play leaders take their roles seriously and organise playtime games for their peers. As a result, playtime is a fun, sociable time. In the dining hall, there is a calm atmosphere and pupils chat happily among themselves.

Leaders have high aspirations for what pupils will achieve in this school. Leaders have redesigned the curriculum to ensure that pupils are provided with a strong start in their education. This begins in the early years. Leaders are aware that the curriculum development still requires refinement in some areas.

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

Leaders ensure that pupils in the early years have a strong start to their education. Teachers support the youngest children to develop their communication and social skills through carefully considered activities. This includes mathematics sessions where children develop their vocabulary and use practical resources to apply their understanding of number.

There is a coherent approach to the teaching of reading. This means that those pupils who are at the early stages of reading are supported to develop a secure grasp of

phonics. Repetition through the scheme is successfully enabling pupils to retain the understanding of the sounds learned and apply these when reading. Pupils read books which are matched to the sounds they have learned. As a result, they are confident when reading. Sometimes, however, the additional support provided by other adults does not have the same consistent approach that pupils experience in lessons.

The curriculum meets the needs of mixed-aged classes effectively. In mathematics, leaders have successfully implemented a new scheme which identifies the key content that pupils will learn. This is taught well. Leaders have prioritised spending time on the refinement of the curriculum so that pupils can remember key content. As a result, pupils recall their learning across the curriculum and are eager to share this. Teachers regularly check pupils' understanding of concepts. They use this information to address any misconceptions effectively. The work to fully develop the curriculum in a few subjects is not yet complete. Leaders understand this.

Pupils with special educational needs and/or disabilities (SEND) are supported to access the full curriculum. Teachers make adaptations which enable pupils to learn alongside their peers. The new special educational needs coordinator has an effective oversight of the provision for pupils with SEND. There are clear strategies for identifying pupils with SEND. Leaders ensure that everyone is welcome in the school.

Pupils rise to the high expectations for their behaviour. They are attentive in class and try their best. These expectations for behaviour are nurtured from Nursery, where children learn to take turns and sit on their carpet spaces. Occasionally, where behaviour falls below the expectation, pupils respond well to reminders and prompts to adjust their behaviour. If pupils require more help to regulate their own behaviour, leaders work with staff to ensure that these pupils are provided with effective assistance.

Pupils have a wide range of opportunities at this school. Leaders are continuing to refine the curriculum to ensure that diversity is promoted through it. They have considered, for example, the themes that are covered through texts and the artists that pupils will encounter. Pupils recall their learning in personal, social and health education and relate this to their own lives. They are able to represent the school in a variety of ways. They talk proudly about being a member of the school council, eco-council and being a play leader. They are keen to participate in sporting events to represent the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a culture of vigilance in the school. There is an attitude of 'it can happen here' that is successfully promoted across the school. Staff are clear on the procedures to follow if they have concerns about a pupil's welfare. The safeguarding leads take appropriate action when concerns are raised. They are advocates for the most vulnerable pupils.

Pupils confidently recall the strategies they have been taught to stay safe. They remember the learning and workshops about personal space and being safe online. Pupils provide sound advice and top tips for this.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, work to refine the curriculum is not yet complete. This means that pupils do not achieve as well as they could across all subjects. Leaders need to ensure that the curriculum in all subjects is broken down to support pupils to remember key content over time.
- There are some minor inconsistencies in the additional support given to pupils who are learning to read. This means that some pupils are not using the most effective strategies when reading unfamiliar words. Leaders must ensure that all support staff have the necessary subject knowledge and expertise to use a coherent approach when delivering reading interventions.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2013.

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.

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	114557
Local authority	East Sussex
Inspection number	10227662
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	The governing body
Chair of governing body	Gail Gillon
Headteacher	Alison Causton
Website	www.littlehorsted.e-sussex.sch.uk
Date of previous inspection	1 October 2020, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The headteacher has been appointed since the last inspection.
- The school is part of the Diocese of Chichester. The previous section 48 inspection was carried out in April 2018.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and senior teacher. They also met with other school leaders, staff and pupils.
- The lead inspector met with three governors, including the chair of the governing body. Inspectors also spoke with a representative from East Sussex local authority and the Diocese of Chichester.
- The inspection team carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum

with subject 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 reviewed curriculum plans and spoke to leaders about other subject areas.
- To inspect safeguarding, inspectors checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. Inspectors also talked to a range of staff and pupils informally.
- The inspection team considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of the 33 responses to the Ofsted Parent View questionnaire and the additional 20 free-text responses. An inspector talked with some parents on the morning of the inspection.
- The inspection team met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- The inspector reviewed a range of documentation, including the school improvement plan and school self-evaluation.

Inspection team

Sara Staggs, lead inspector

His Majesty's Inspector

Kirstine Boon

Ofsted Inspector

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