

Inspection of Hankham Primary School

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

Inspection dates: 25 and 26 April 2023

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 enjoy coming to Hankham School and know that all at the school have high aspirations for them to do well. Staff have pupils at the heart of all that they do. This is reflected in the way staff continually improve and develop what they do.

Pupils greet visitors with enthusiasm and are proud of their school. They are keen to share their experiences and achievements, such as their whole-school trip to Wakehurst Place, and sporting events they have taken part in.

Pupils talk with confidence about what they have learned. They proudly explain how they learn how to be a better person. Pupils follow a curriculum which is carefully planned for the mixed age group classes and supports all to attain well. This includes pupils with special educational needs and/or disabilities (SEND).

Pupils enjoy helping each other and are proud that there is very little mean behaviour. Staff help to resolve this quickly if it happens. Older pupils help younger ones with reading, and pupils from all year groups play well in the playground with each other. Pupils feel safe here. Many parents and carers are also proud of the school, but a minority feel that the school could be even better.

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

Leaders plan the curriculum well. They make sure that their ambition for pupils is realised and ensure all pupils have well-planned lessons that are taught well from the very beginning and through the school.

Teachers use day-to-day assessment well to work out what pupils know and what they need to know next. However, for some foundation subjects, these small checks of pupils' knowledge are not fully developed into working out what pupils know and can do overall, particularly as they move from one year to the next. This hampers teachers as they are not able to support pupils as effectively from the start of each year.

Pupils, including those with SEND, achieve well in end of key stage assessments. Leaders ensure that pupils are taught to become confident and fluent readers from the very beginning. Children are proud of their phonics knowledge and enjoy reading and being read to, activities they do frequently. This focus on reading continues through the school. Many pupils talk with passion about their love of books and reading. Any who are at risk of falling behind are swiftly helped to catch up.

Pupils behave well and there is little disruption to lessons, which are calm and focused. All staff demonstrate high expectations which are embedded through the school right from Reception Year. This shared approach means that a reminder is often all that is needed to bring pupils back to what they are learning if they do

begin to lose focus. This considerate behaviour extends into the playground, where pupils generally play well together.

Pupils have many opportunities to take on extra responsibilities, which they are proud of. Older pupils become reading champions or members of the active school council, and many are sport leaders and librarians. Similarly, there are some extra-curricular clubs, although these are limited and mostly sports-based. The personal, social, health and economic education curriculum ensures that pupils learn in an age-appropriate way about important topics, including relationships, keeping safe and how to keep healthy both mentally and physically. This contributes well to their personal development. Pupils speak confidently about this learning and can explain how it will help them to navigate the wider world successfully.

Pupils with SEND are supported exceptionally well. Leaders ensure that all staff know what the needs of each pupil are. Staff are confident and knowledgeable and support a wide variety of needs very well. They identify quickly what support might be required and they adapt the curriculum well. Staff use outside agency support as appropriate. Consequently, most pupils with SEND are making good progress through the planned curriculum.

Leaders at this school quietly get on with the business of school improvement. As a result, not all stakeholders, especially parents, are aware of the improvements that have been made. The areas for improvement from the last inspection are now strong aspects of the school. There are still some negative perceptions from some parents about how well the school provides for pupils. Leaders have not established clear enough communication with all parents so that they feel fully engaged with the life of the school.

Staff report that their workload and well-being are considered by leaders. Staff and governors have a range of opportunities for professional development, which is appreciated and helps strengthen the overall provision even further.

Safeguarding

The arrangements for safeguarding are effective.

All staff are fully trained to identify safeguarding issues with pupils. There is a policy for safeguarding. Designated safeguarding leads take part in local network events to keep abreast of important local issues and information.

Leaders run a well-managed system showing where support has been given and actions taken. Leaders engage with outside agencies and show tenacity in engaging support and help for families.

Governors understand their duties in keeping pupils safe and have ensured all pre-employment checks have been carried out.

Pupils are taught how to stay and keep safe, including online. As a result, pupils feel safe in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, assessment does not give enough detail about what pupils know, understand and can do. This means teachers do not have clear starting points on which to build future learning. Leaders need to ensure that all staff understand the purpose of assessment and use it effectively in all subjects.
- A small proportion of parents have a less than favourable perception of the school. This could disengage families and affect pupils' education negatively. All leaders must redouble their efforts to engage with all stakeholders and ensure that communications are clear and effective.

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	114395
Local authority	East Sussex
Inspection number	10241032
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	122
Appropriate authority	The governing body
Chair of governing body	John Quibell
Headteacher	Sarah Timlin
Website	www.hankhamschool.co.uk
Date of previous inspection	17 December 2019, under section 8 of the Education Act 2005

Information about this school

- The school has had a new chair of governors since the last inspection.
- The school does not currently make any use of alternative provision.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other senior leaders. The lead inspector met with a group of governors, including the chair of governors. She also held a meeting with the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers

and teaching assistants, spoke to some pupils about their learning and looked at a sample of pupils' work. The lead inspector also heard pupils read.

- Inspectors also met with the headteacher and the deputy headteacher to look at curriculum planning and assessment.
- To inspect safeguarding, inspectors reviewed a wide range of safeguarding documentation, including the school's record of recruitment checks. The lead inspector met with the designated safeguarding lead. Inspectors also spoke with pupils and staff.
- Inspectors took account of parents' responses to Ofsted's survey, Parent View, and parents' written comments. An inspector also spoke to groups of parents in the afternoon of the first day of inspection, and the morning of the second day of inspection.
- Inspectors gathered pupils' views throughout the inspection, including during lesson visits and at breaktimes.
- Inspectors met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff questionnaire.

Inspection team

Kate Owbridge, lead inspector

Ofsted Inspector

Anne Allen

Ofsted Inspector

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