

Inspection of High Hurstwood Church of England Primary School

Chillies Lane, High Hurstwood, Uckfield, East Sussex TN22 4AD

Inspection dates: 16 and 17 April 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

This is a successful, friendly and welcoming school. The school has a positive atmosphere and all its pupils are welcomed and nurtured. The school's values of belief, curiosity, kindness and resilience are well embedded. Pupils show these attributes in their work and how they behave towards each other. Staff know their pupils and families extremely well and there is a real sense of community.

Behaviour in and around school is exceptional. All children, including the most vulnerable, know what the school expects of them. Older pupils are role models for younger pupils. The strength of relationships permeates all aspects of school life. This helps pupils to overcome challenges and thoroughly enjoy school life.

The school is ambitious for what pupils can achieve. The provision disadvantaged pupils receive is meticulously considered. This includes pupils with special educational needs and/or disabilities (SEND). This enables them to play a full part in school life and achieve as well as they can. Pupils benefit from lots of opportunities beyond the classroom. There is an extensive range of after-school clubs and pupil leadership roles. Exciting trips and visits take place which enhance the curriculum pupils receive.

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

The school has rightly focused on revising and implementing a new curriculum. This includes a sharp focus on developing subject leadership. As a result, most of the curriculum is well planned and effective. Staff have clear guidance to follow so that they know what to teach and when.

The school has a structured and systematic approach to teaching early reading. Pupils learn the new sounds in a clear order. Pupils practise reading books that match the sounds they have learned in phonics lessons. Staff quickly identify pupils who need support and put in place focused support to help them keep up. All of this means that most pupils read fluently by the end of key stage 1. Pupils across the school have a very positive view of reading. They talk with enthusiasm about their favourite books and how they enjoy story time sessions.

The school has recently strengthened its identification of and provision for pupils with SEND. The provision these children receive is carefully considered. Teachers adapt learning activities well to help these pupils access the same curriculum as their peers. Parents of pupils with SEND are highly complimentary about the support that the school provides. They know their children receive effective academic and pastoral help.

The teaching of mathematics, English and wider subjects is largely consistent throughout the school. Teachers have good subject knowledge. They use this to help pupils develop new ideas and new vocabulary. A few foundation subjects, however, do not have such a clear, sequenced curriculum. The school is aware of

this and plans further developments to support curriculum design. In all subjects, teachers are able to identify when pupils might not have understood the intended curriculum. This might be during a lesson or at a later date. However, gaps in learning are not always addressed as quickly and effectively as they could be. This means pupils' learning is not always securely embedded before moving on.

There is a genuine buzz around school. Pupils' attitudes to their learning are very positive indeed. Pupils' strong sense of responsibility allows them to take a full and active part in the school. 'Pupil leaders' enhance the daily experience of school life for others, for example as play leaders, buddies and the learning councillors. Pupils attend school regularly and the school takes effective action where pupils' attendance should be higher.

The school offers an enhanced range of additional activities for pupils to experience. The school is proud of its increased sporting achievements, and all pupils get the chance to be part of this. Pupils enjoy the opportunities to explore and learn in the beautiful grounds. The strong sense of inclusivity at the school means there is no discriminatory behaviour between pupils. One pupil commented, 'In our school, being different is not bad.'

Governors have a clear understanding of the school's strengths. They provide high levels of challenge and support to the school. Staff are proud to be part of the community. Parents are overwhelmingly positive about the school. For example one, who reflected the views of so many, said, 'Our experience of the school is very positive. The teachers are excellent and I love that every child seems to know every other. Our children have been challenged and engaged and have flourished.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, assessment processes are not fully in place, and staff are not always systematically checking what pupils have learned and can remember. As a result, not all pupils achieve as well as they could. The school should ensure that teachers use assessment to check what pupils have learned and use this information to adapt the curriculum so that all pupils develop and embed a detailed knowledge in all areas of the curriculum.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	114507
Local authority	East Sussex
Inspection number	10287862
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair of governing body	Francois Verbeek
Headteacher	Mark Pollard
Website	www.highhurstwood.e-sussex.sch.uk
Date of previous inspection	2 November 2022, under section 8 of the Education Act 2005

Information about this school

- This is a voluntary-aided, Church of England school, within the Diocese of Chichester. The previous section 48 inspection took place on 13 September 2017.
- The school does not use alternative provision.
- There is a breakfast club run by the school on site.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. 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 met with the headteacher and other leaders within the school. The lead inspector also met with members of the governing board, including the chair, and external educational representatives from the local authority and diocese.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.
- The inspectors considered the views of parents shared through Ofsted Parent View and inspectors also spoke with parents on the first day of inspection.
- The views of staff were gathered through interviews and discussions conducted throughout the inspection, as well as the staff survey.
- Inspectors gathered pupils' views throughout the inspection, including through the classroom visits, group discussions, the pupil survey and at playtime and lunchtime.

Inspection team

Chris Parker, lead inspector

His Majesty's Inspector

Laurie Anderson

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024