



# Hellingly Community Primary School

Inspection Report

**Unique Reference Number** 114396  
**LEA** East Sussex  
**Inspection number** 279377  
**Inspection dates** 6 July 2006 to 7 July 2006  
**Reporting inspector** David Manuel AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	North Street
<b>School category</b>	Community		Hellingly
<b>Age range of pupils</b>	4 to 11		Hailsham, East Sussex BN27 4DS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01323 844346
<b>Number on roll</b>	193	<b>Fax number</b>	01323 844346
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev Ronald Chatwin
<b>Date of previous inspection</b>	18 September 2000	<b>Headteacher</b>	Mr Gary Hind

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 6 July 2006 - 7 July 2006	<b>Inspection number</b> 279377
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school is smaller than average in size. Nearly all pupils are from White British families with a very small number who are at an early stage of speaking English. The number of pupils known to be eligible for free school meals is below average. The proportion of pupils with learning difficulties or disabilities is broadly average but has increased this year. When children join the school in Reception, the range of attainment is in line with expectations, with the most recent entry, below expected levels for their age. At the time of the inspection the headteacher was seconded to the local authority and the deputy headteacher was the acting headteacher.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school which provides good value for money. The inspection judgement confirms the school's self-evaluation of its overall effectiveness. It is clear that during the absence of the headteacher, the very effective leadership and management have been maintained. All staff and governors have worked together well. Parents are extremely pleased with the school and pupils greatly enjoy the activities provided for them. Children enjoy a good start to their education in the Reception class. They settle quickly and make good progress in their learning, particularly in personal and communication skills, which are often below expected levels. By the end of Reception, standards in all areas of learning are at expected levels. In Years 1 to 6, pupils build effectively on their earlier experiences and achieve well. By the end of Year 2, standards are above expected levels, particularly in reading. By the end of Year 6, the results for 2004 and 2005 were significantly above average. Teaching is good. Teachers make lessons enjoyable and provide different challenges for the wide range of capabilities in each class. Most pupils are set challenging targets. Most targets are met and a small number of pupils exceed their targets. Higher attaining pupils are not always sufficiently challenged to achieve as well as they should. Pupils' skills in information and communication technology (ICT) are not as good as they should be because they are not given enough opportunity to use their ICT skills in different subjects.

Pupils' personal development and well-being are good. Pupils benefit from a well planned curriculum that is greatly enriched by many additional activities. The care, guidance and support for all learners are particularly good, especially for pupils with learning difficulties and disabilities, who make good progress as a result. Good leadership and management, effective teamwork and a shared commitment to raise standards further, indicate that the school has good capacity for continuing improvement.

### What the school should do to improve further

- In order to improve the quality of provision and raise standards further, the school should now:
- ensure that all teachers challenge the higher attaining pupils to achieve the highest possible standards
- improve pupils' ICT skills by making use of them in different subjects.

## Achievement and standards

### Grade: 2

Standards on entry to Reception are broadly average although the current Reception children entered with standards below expected levels. Children in Reception achieve well, particularly in their personal and social development and communication skills. Good support enables those with learning difficulties and disabilities to achieve as well as others. Most children are on course to achieve the expected levels by the end of Reception and a small number will exceed them.

The school's performances in national tests for seven-year-olds, in 2004 and 2005, show that pupils reached above average levels, particularly in reading. In national tests for 11-year-olds over the same period, results have been significantly above average. Pupils achieved well in relation to their individual capabilities.

Pupils in the current Year 6 entered Year 3 with standards well below expected levels due to weaknesses in teaching and provision at that time. These pupils have made good progress over the past four years and have attained broadly average standards. Boys and girls achieved equally well. Throughout the school, some of the higher attaining pupils do not do as well as they should because some of the teaching is not demanding enough. Standards in ICT have improved since the previous inspection and are satisfactory. However, pupils do not achieve as well as they could because they do not use ICT skills enough in different subjects.

## **Personal development and well-being**

### **Grade: 2**

Pupils' good personal development and well-being are reflected in the positive relationships and respect which pupils show for each other. Behaviour in classrooms and around school is generally good. There are occasional incidents of bullying and racism, but these are successfully dealt with. Attendance levels are above average. Pupils enjoy school immensely and report that 'teachers make lessons fun'. Pupils take full advantage of the wide range of opportunities available to them. They readily adopt healthy lifestyles by eating healthy snacks, drinking water and being active. They demonstrate a good sense of safe practice. Pupils make a strong contribution to the life of the community as members of the school council, and playground buddies. The effectiveness of the school council has increased and pupils feel they are contributing to improving the school. The council has developed a school code for healthy lifestyles which they are sharing with peers. Pupils make very effective contributions to the local community and have made a huge response to charity fundraising. Spiritual, moral, social and cultural development is successfully promoted through the curriculum and enrichment activities. The school's emphasis on developing personal and interpersonal skills contributes effectively to their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Lessons are generally well-planned and classrooms are well-organised. Teachers make lessons enjoyable and provide different challenges for the wide range of capabilities in each class. However, higher attaining pupils are not always sufficiently challenged to achieve as well as they should. Most pupils are set challenging targets which they generally meet. Pupils with learning difficulties and disabilities receive good support from teaching assistants who work closely with teachers to ensure these pupils make good progress. Teaching in Reception is good.

It engages the learners and is well-matched to their individual needs, particularly in personal and communication skills.

In Years 1 to 6, the school environment is used effectively to stimulate pupils' learning. New systems for assessing pupils' progress are being developed and targets are set for pupils to reach by the end of each year. Marking gives good feedback to pupils and identifies future targets. This information is shared with pupils and parents.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good in Reception and Years 1 to 6 because it is well-planned and enjoyed by all pupils. A number of successful partnerships with local schools provide enrichment. An example is the recent music festival for Years 1 and 2. Themed weeks, visits, visitors and a good range of extra-curricular activities, including a well established exchange with a French school, contribute greatly to pupils' enjoyment of school life. The school was awarded a gold Artsmark in 2005 in recognition of the considerable strength the creative arts enjoy within the curriculum. Pupils' high quality artwork contributes to the school's stimulating environment. There is a good programme of personal, social and health education which encourages pupils to lead safe and healthy lives. Provision for ICT, judged a weakness at the last inspection, is now satisfactory. Currently there are insufficient links with other curriculum subjects. The school is aware of this and is creating stronger links in order to raise ICT standards further.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The school provides a safe and very friendly environment where pupils feel secure and content. Staff are thoroughly committed to the highest levels of care and welfare of all pupils. Health and safety procedures are supported by regular training for staff and governors. Child protection procedures are securely in place. Play is well supervised at break times. The strong links with parents are established initially through the school's thorough induction programme. There are good opportunities for parents to find out about the school's work and their children's progress. Links are being strengthened further by the development of the school's website. The new systems for tracking pupils' progress give good academic guidance to pupils and parents. Support for pupils with learning difficulties and disabilities is planned very well and regularly reviewed by staff and parents.

## **Leadership and management**

### **Grade: 2**

The quality of leadership and management is good. The headteacher and the deputy headteacher, who is currently acting headteacher, have worked together effectively and are well supported by staff and governors. Over several years, the headteacher has established a successful school. Past weaknesses in teaching and provision have been dealt with effectively. Very good teamwork has enabled the school to regularly

evaluate and improve its performance. When any weak areas are identified, such as the need to improve teaching, resources or provision in ICT, clear strategies are put in place to ensure that improvement takes place. The shared commitment by staff has continued under the leadership of the acting headteacher.

All staff and governors have maintained the very good relationships that exist between the school and parents. Governors are supportive and challenging and have made good contributions to the school's development. The views of parents and pupils are regularly sought and acted upon. Examples of this include the extra playground space, equipment and gardens and the development of a whole-school website. The accommodation has been improved to make better use of space and to support learning more effectively. The school has good capacity to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Following our visit to your school, the inspectors would like to thank you for helping us. We very much enjoyed being in your school and talking to groups of you. We enjoyed coming in to your lessons and looking at your work.

We believe that you go to a very caring school where your headteacher, teachers and other adults look after you very well. Your teachers prepare very interesting lessons for you and you enjoy them very much. You work hard in your lessons and are making good progress in your learning. We were very impressed by your lovely art work.

We thought most of you were well behaved and polite and helpful to each other and to visitors. We think that your school council has good ideas to help everyone enjoy their time in the school and become healthy young people.

To make sure your school keeps improving, we have asked your teachers to make sure that those children who learn quickly are given harder work to do and that all of you should have more opportunities to use ICT in different lessons. This will help you to improve your skills further.

We wish you all well and once again, thank you for helping us.