



Peasmarsh Church of England Primary School

Inspection Report

Unique Reference Number 114518
LEA East Sussex
Inspection number 279402
Inspection dates 13 July 2006 to 13 July 2006
Reporting inspector Ruth Westbrook AI

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

Type of school	Primary	School address	School Lane
School category	Voluntary controlled		Peasmarsh
Age range of pupils	4 to 11		Rye, East Sussex TN31 6UW
Gender of pupils	Mixed	Telephone number	01797 230325
Number on roll	107	Fax number	01797 230325
Appropriate authority	The governing body	Chair of governors	Reverend C F Hopkins
Date of previous inspection	22 May 2000	Headteacher	Mr Gianni Bianchi

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Peasmarsh is a small village school with 107 pupils on roll. Pupils' attainment on entry to the school covers a wide range and varies from year to year. All pupils are from White British backgrounds. There are 27 pupils with learning difficulties and disabilities. This is a higher-than-average proportion. The number of pupils joining the school after the start of Reception is higher than usual. Building work is due for completion in September 2006 and will extend and improve the school's existing facilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school, providing satisfactory value for money. A period of several years without permanent leadership has had a detrimental effect on provision, particularly the quality of teaching and staff morale. As a result, achievement and standards in the Foundation Stage and Key Stage 2 fell. Since the appointment of the current headteacher a year ago, the school has improved substantially. Since the last inspection, improvement has been satisfactory, although most of the development has happened in the last year. There are sensible plans to continue that improvement, a shared view of the work which needs to be done, and the school has a satisfactory capacity for improvement.

Achievement and standards in numeracy and reading have improved to satisfactory this year. They are still below average in writing because the ablest pupils are not achieving the highest levels. Teaching and learning are satisfactory. Teaching meets the needs of pupils with learning difficulties and disabilities but is less well matched to the needs of the most able pupils. Pupils enjoy coming to school a great deal, as shown by their good attendance. The headteacher has carried out a satisfactory evaluation, providing him with an accurate view of the school's effectiveness. This process has not involved other staff or governors, parents or pupils. The parental response to the inspection was almost entirely positive, despite a small amount of concern about the views of parents and children not being taken in to account. The quality of provision and the standards reached in the Foundation Stage are now satisfactory as a result of improvements this year.

What the school should do to improve further

- Raise standards by improving the teaching of writing, and by ensuring that the needs of the most able pupils are met.
- Develop self-evaluation practice by including contributions from staff, governors, parents and pupils.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. Attainment on entry is variable. In 2005, it was just below average. It is only in the last year that the school has had systems to track the progress of pupils from their entry into the school. This year, pupils have made satisfactory progress through the Foundation Stage, with most achieving average standards. Pupils in Year 2 have made satisfactory progress, reaching average standards, although higher-attaining pupils underachieved in writing. In 2005, Year 6 pupils reached below-average standards, indicating that they made inadequate progress. Lack of leadership to monitor teaching and tackle weaknesses in the quality of teaching was the main cause. This year, pupils in Year 6 reached average standards and made satisfactory progress. Standards were better in reading and numeracy than in writing,

where no pupils reached the highest levels. In 2006 the school met its challenging targets in English and mathematics.

Pupils with learning difficulties and disabilities receive satisfactory support from teachers and are well supported by teaching assistants so that they make the same progress as other pupils.

Personal development and well-being

Grade: 3

Personal development and well-being are satisfactory. Pupils respond to encouragement to adopt a healthy lifestyle by drinking water at school and eating healthy snacks. They take full advantage of opportunities for exercise. Pupils conduct themselves safely in school and understand the importance of safe conduct around the current building work. There are few instances of bullying or racism, and pupils feel confident that they can talk to adults if they have a problem. Pupils enjoy school a great deal, as shown by their good attendance and positive attitudes. Behaviour in class and around school is satisfactory and relationships between older and younger pupils are good. Younger pupils report how they find older ones to be friendly and helpful. Pupils have responded well to the reward systems introduced this year to support the school motto, 'learning, living and laughing'. Pupils' spiritual, moral, social and cultural development is satisfactory. It is well supported by assemblies but there are missed opportunities to promote these aspects of development through the curriculum. Pupils make an adequate contribution to the life of the local community, as in the harvest tea for elderly residents, and to the school community through the school council. Satisfactory development for future economic well-being has been well promoted this year by the 'Enterprising Mathematics' week. Personal development in the Foundation Stage is satisfactory, with children benefiting from an appropriate range of play and social activities.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning has improved over the last year and is satisfactory in the Foundation Stage and in Years 1 to 6, although it varies across the school. Teachers now assess pupils' progress well and have begun to set challenging targets for future learning. Now, pupils are made aware of what they are expected to learn. In some lessons, where detailed lesson planning is carried out, the teaching is good. These lessons move at a good pace and pupils make good progress. When work is less well organised, pupils are slow to address their allocated tasks and the pace of learning is not fast enough. The level of work for pupils with learning difficulties or disabilities is consistently well planned. Teaching assistants provide appropriate support with confidence. However, the challenge for higher-attaining pupils is not always so well structured. Relationships between pupils and adults are good and, as a result,

classrooms are happy places where pupils enjoy lessons. Interactive whiteboards are beginning to be used well to engage pupils in their learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory because provision for core and foundation subjects is well balanced. Art and music have been used effectively to promote cultural development. Literacy, numeracy and information and communication technology are being developed through other subjects but there is still insufficient emphasis on writing. The curriculum is carefully adapted to meet the needs of pupils with learning difficulties and disabilities through a clear understanding of each individual's needs. Less attention has been paid to meeting the needs of the most able pupils. Recent developments in the curriculum for the Foundation Stage are beginning to place appropriate emphasis on children learning through first-hand practical experiences and finding things out for themselves. Pupils benefit from the good range of activities and their interest and enjoyment in their work are heightened by contributions from visitors to the school and by the many visits out. Attractive displays in classrooms and around the school illustrate pupils' work in a full range of subjects. The school is successfully teaching pupils to develop safe and healthy lifestyles through its programme for personal, social and health education.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory because the school provides an environment in which children feel happy, secure and safe. Support from the inclusion assistant has enhanced provision this year for pupils with a range of additional needs. Pupils know that adults will listen to any concerns they may have. Child protection procedures are effective. Risk assessments are carried out regularly on educational visits and hazardous activities. The school works effectively with outside agencies to support pupils with learning difficulties and disabilities. There is good liaison with other schools in the area to support pupils' transfer to secondary school.

Tracking of pupils' progress is currently satisfactory and is developing well. This year, challenging targets were set for each pupil in numeracy and have been met. Links with parents are generally strong and most parents are pleased with the way that the school listens to their views and concerns. Most parents indicate that staff do all they can to support and help their children.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The absence of a permanent headteacher over a period of time had a damaging effect on the quality of provision, and achievement and standards declined. Since his appointment in 2005, the new headteacher has provided good leadership. He has set a clear direction for the school

and improvements have been made in the quality of teaching and learning and in the standards reached. The school's work is now being systematically monitored and staff are receiving feedback on their work. The headteacher has a clear view of the school's strengths and weaknesses and this has led to effective action to tackle the weaknesses. The results of this work clearly demonstrate that the school has the capacity to improve further. As yet, evaluation of the school's work is limited to the headteacher and does not sufficiently involve other staff and governors. The views of parents and pupils on the school's work are not sought formally so do not feed into the improvement process. The governing body is supportive but has not been directly involved in monitoring the school's work. The school's links with other agencies and schools are improving the quality of its provision. The leadership and management of the Foundation Stage are satisfactory. Here, the headteacher has managed to reduce the effects of the teacher's long-term absence.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

You may remember that we inspected your school recently. Thank you for being so helpful and polite during the inspection.

You might like to know what we think about the school and how we think that it could be made even better:

•Your headteacher and other staff make sure that you learn how to be healthy and safe. •You behave sensibly. Older pupils look after younger ones well. •You enjoy school a great deal. Your attendance is good. You appreciate the variety of what you do, with visits and visitors making work more interesting. •You are making satisfactory progress in your lessons but we think that you could do even better than that, and some of you could achieve more challenging targets, particularly in your writing. •When the school is checking on its work we would like your views and those of your parents to be included.

We have asked your headteacher and staff to look at our suggestions. We hope that you will help them to put them in place and make your school an even better place for 'learning, living and laughing'.