

Shinewater Primary School

Inspection report

Unique Reference Number	114476
Local Authority	East Sussex
Inspection number	289928
Inspection dates	11–12 July 2007
Reporting inspector	Jacqueline White HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	456
Appropriate authority	The governing body
Chair	Michael Weller
Headteacher	John Greenwood
Date of previous school inspection	1 October 2001
School address	Milfoil Drive Langney Eastbourne BN23 8ED
Telephone number	01323 762129
Fax number	01323 461816

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Shinewater Primary School is a large school with a Nursery. Most pupils are of White British heritage and a very small minority speak a language other than English as their first language. The school serves a community where there is significant disadvantage in some areas. Over a third of pupils take up free school meals, a proportion which is well above average. Whilst the proportion with a statement of special educational needs is broadly in line with the national average, the number of pupils with learning difficulties and/or disabilities is well above average. A high number of pupils join the school at other than usual times.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Shinewater School is an exceptionally caring school that provides a good standard of education, with some outstanding features. The well-being of everyone matters. The school motto, 'Children come first,' is central to pupils' excellent personal development and their outstanding care, guidance and support. The school works hard to extend provision and services for the children and their families. As a result, pupils feel secure and develop a strong sense of belonging. 'Teachers are never too busy to stop and chat about concerns' is a comment echoed by many parents.

Children get off to a good start when they enter the Nursery. The skills and knowledge of most are well below the levels expected. However, good support and teaching ensure children achieve well. Whilst standards at the end of Year 2 and 6 are below average, pupils make good progress as they move through the school.

Teaching and learning are good. Classes are managed effectively, with high expectations for work and behaviour that are generally met. Trusting and supportive relationships throughout the school contribute powerfully to pupils' outstanding enjoyment of learning. A range of assessment practice contributes to the successful learning of most pupils. However, not all teachers use assessment information well to ensure a close enough match between learning objectives and individual needs. As a result, some pupils make slower progress in some of their lessons. The outstanding curriculum fosters pupils' love of learning, helps them to make connections between different subjects and encourages their personal development.

Teamwork is a strength of the school. Staff work well together and share the headteacher's clear vision and tireless commitment to improving the life opportunities of pupils. The senior leadership team knows the school and its strengths and areas for development well. However, the monitoring of teaching and learning is not sufficiently systematic and limits opportunities for identifying and sharing best practice. Overall, leadership and management are good.

School development has concentrated on improving attendance, communication skills and personal and emotional development of pupils in the Foundation Stage and reading in Key Stages 1 and 2. Success in these areas, with more work to do in raising standards in English, demonstrates good capacity for further improvement.

What the school should do to improve further

- Continue to raise standards in English, with a particular focus on improving writing and narrowing the attainment gap between boys and girls further.
- Ensure all teachers use assessment information to ensure a close match between learning objectives and pupils' needs.
- Increase the proportion of good and outstanding teaching through systematic monitoring and regular opportunities to share best practice.

Achievement and standards

Grade: 2

Standards are below average and achievement is good. Children join the school with skills and knowledge well below national expectations. In particular, communication and language, personal, social and emotional skills are not well developed. There is an effective focus on

improving these skills in the Foundation Stage, where pupils settle into school life well and make good progress.

Children enter Key Stage 1 with standards below average. Lesson observations and current assessment information indicate they make good progress to reach challenging targets. In 2006, in Key Stage 1, girls did better than boys in reading, writing and mathematics. In Key Stage 2, the gender gap was narrowed in mathematics but not in English. The results of national tests in 2007 indicate a significant improvement in pupils' attainment in English and some narrowing of the attainment gap; the school exceeded its challenging target in this subject.

Children from different backgrounds achieve equally well. Those with learning difficulties are very well supported and make good progress.

Personal development and well-being

Grade: 1

Personal development is outstanding. Pupils thoroughly enjoy their time in school. A pupil said, 'School helps to solve my problems,' and another, 'School always keeps me busy.' Attendance has steadily improved and is now in line with national averages. Pupils' spiritual, moral, social and cultural development is good. The school has worked hard at promoting good behaviour and this was found to be excellent in lessons and around the school. There is a very successful reward system and clear, well-understood consequences should there be any instances of behaviour not meeting the high expectations.

Pupils say they feel safe, happy and secure in school. They know they can turn to teachers for help if they need it. They enjoy eating healthy foods in school and have a good understanding of healthy lifestyles; the school has achieved silver accreditation for Healthy Schools. There are excellent opportunities to develop both responsibility and citizenship. Pupils make an outstanding contribution to the school community by undertaking many tasks in and around school and by showing great consideration and support for each other. The participation of the school council has enabled a good quality adventure play area to be built and books to be bought. These and similar initiatives have enabled an awareness of work beyond school. During the inspection the school was enjoying a 'World of Work' week, which offered a wide scope of visitors, themes and activities. Children were inspired to believe that if they work hard and are persistent they can achieve anything.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. Most teachers are successful in developing outstanding relationships so that pupils work willingly and with confidence. In the most successful lessons the pace is snappy and pupils are engrossed in their learning because lesson objectives and activities are very closely tailored to their needs and cater for different learning styles. Some teachers are very skilled in using assessment information to ensure pupils make good progress but this good practice has not been sufficiently shared.

Pupils with learning needs and/or disabilities are supported very well, as are the few pupils in the early stages of learning English. In the Foundation Stage teachers are good at maintaining children's interest and developing their curiosity to find out more. Teachers throughout the school have embraced the use of interactive whiteboards to add further interest to lessons and

make learning more visual. Teaching assistants make a valuable contribution. They are well briefed and focused on learning. They constantly encourage pupils to think for themselves, to become independent and to be responsible for their actions.

Curriculum and other activities

Grade: 1

The quality of the curriculum and other activities is outstanding. The school is successful in planning a curriculum that is stimulating, creative, firmly based on first-hand experiences and fun for its pupils. Links between subjects help to sustain pupils' interest and provide opportunities for them to practise, consolidate and develop their skills and understanding in meaningful contexts. For example, Year 3 pupils were reading and exploring the story of 'The Lion, the Witch and the Wardrobe.' They based some role play on the book, discussed the issues raised by it, wrote about it in literacy, designed a wardrobe in design and technology, made careful measurements in numeracy and created and painted a suitable landscape to fit perfectly into the wardrobe.

There are many opportunities for the children to develop their creative talents; pupils were proud to talk about the silver Artsmark the school has achieved. An extensive personal, social and health programme gives pupils opportunities to develop team skills, self-confidence and self-esteem. A wide variety of well attended extra activities, including residential trips, contributes to the richness of children's experiences. Excellent use is made of visits and visitors to extend pupils' horizons and bring learning alive.

Care, guidance and support

Grade: 1

Children come first in this school; care, guidance and support are outstanding and contribute significantly to the personal development and well-being of pupils. Teamwork with outside agencies is very strong and there is outstanding support for all vulnerable pupils, including those with emotional and behavioural difficulties. There are also excellent support systems for parents that include regular opportunities to get together and talk about the challenges of parenting. There are rigorous procedures for safeguarding, risk assessment and child protection. Teachers and teaching assistants use an effective range of methods to give children feedback about their learning and progress. Marking is thorough and clear but sometimes targets could be more precise and better linked to improvement. The good support systems for the induction of new pupils and for the transfer of older pupils to their secondary schools ensure that children are able to cope with change and stay focused on their learning.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, together with his dedicated deputy headteacher, has built a team with a strong commitment to improving outcomes for pupils. The school runs smoothly on a day-to-day basis and resources are well targeted to meet the needs of all pupils.

The senior leadership team gives clear direction to the work of the school. All teachers have roles of responsibility and contribute to the work of curriculum teams. Leadership at all levels has been very successfully focused on creating a climate for learning which supports children's

achievement and enables them to feel secure and thrive. The professional development and performance management of staff support continuous improvement and maintain a focus on raising standards. However, whilst the quality of teaching and learning is monitored, the school acknowledges these processes are sometimes informal and not part of a systematic, recorded cycle of planning and reviewing. Consequently, opportunities for spreading good practice are sometimes missed.

Governors are very committed to supporting the school and are becoming more confident in holding it to account for its performance. Their governance is satisfactory. Recently they have been involved in training activities that are developing their expertise and capacity for evaluating the work of the school and influencing its strategic direction.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

13 July 2007

Dear Children

Shinewater Primary School, Eastbourne, East Sussex BN23 8ED

Thank you for making us feel so welcome when we visited you recently. We really enjoyed looking at your work, seeing you in lessons and talking to you. You were very helpful, telling us confidently and clearly what you thought about things.

You and your parents are rightly very proud of your school. You love being there because you get on well with each other and enjoy the many exciting things to do. You trust and respect the adults and you told us you feel safe and very well cared for. We were very impressed by your outstanding behaviour. You were polite and took your responsibilities very seriously. Your teachers think you are special and we could see why.

Everyone works hard to make your school a caring and inspiring place to be. You get a good education; some parts of it are excellent. To make it even better, we have asked staff to:

- help you to keep improving in English
- make sure you always have work that matches your needs
- check your learning in lessons regularly and share the most successful ways of learning with each other.

Thank you again for making us so welcome. We hope you carry on working hard and always enjoy learning as much as you do.

With very best wishes

Jacqueline White Her Majesty's Inspector