

# St Andrew's Church of England Infants School

## Inspection report

---

<b>Unique Reference Number</b>	114534
<b>Local Authority</b>	East Sussex
<b>Inspection number</b>	311637
<b>Inspection date</b>	25 June 2008
<b>Reporting inspector</b>	Peter Sudworth

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

---

<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	268
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Stone
<b>Headteacher</b>	Carol Meakins
<b>Date of previous school inspection</b>	10 May 2005
<b>School address</b>	Winchelsea Road Eastbourne BN22 7PP
<b>Telephone number</b>	01323 724749
<b>Fax number</b>	01323 410309

---

<b>Age group</b>	4-7
<b>Inspection date</b>	25 June 2008
<b>Inspection number</b>	311637

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school with a particular focus on the following: continuation of the historically good results achieved in Year 2, the curriculum provision for all groups of pupils, and the key factors that have been contributing to the school's success over time. Evidence was gathered from discussions with the acting headteacher, the chair of the governing body, various staff and pupils. Parents' questionnaires were analysed and visits were made to lessons. Work samples and a range of documents and data were examined. Other aspects of the school were not investigated in detail, but the inspector found no evidence to suggest that the school's assessments as given in its self-evaluation were not justified and these have been included where appropriate in the report.

## Description of the school

This average-sized infant school has nine classes. All pupils begin the Reception classes in September but younger pupils attend part-time until the start of the term in which they become five. The percentages of pupils entitled to free school meals, pupils from minority ethnic groups and those who speak English as an additional language are lower than in most schools. The proportion of pupils who have learning difficulties is lower than the national average. The school was being led by the acting headteacher at the time of this inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. Pupils achieve exceptionally well and reach well above average standards. The very good trend of results over several years is testimony to the school's consistent success in getting the best out of the pupils. Parents are rightly very happy that their children attend the school and are wholeheartedly supportive of it. They refer to the way that their children thrive, to the school's warm, friendly and family atmosphere and to the staff's approachability in resolving any issues quickly.

This is a very happy school and so pupils are eager to attend. They thoroughly enjoy their learning. The staff's very good relationships with the pupils and their very good management of them ensure that time in classrooms is very well used. Staff challenge all pupils in their work and are consistent in their high expectations. They match activities accurately to pupils' needs. As a result, all groups of pupils make exceptionally good rates of progress. Staff set regular targets for pupils and mark their work well so pupils know how they can improve.

Staff display pupils' work attractively so that it is valued and enjoyed, and pupils' efforts appreciated. They provide a stimulating, colourful and exciting learning environment. For example, the computer suite is very imaginatively set out as a ship's galley in 'HM Discovery' and provides an exciting place for finding out information and developing computer skills.

Links with parents are excellent and they feel very well informed. As one parent wrote, 'The school puts you at your ease every step of the way, and what a fantastic school. There is always something going on, something to see, and something for everyone to be involved in.' 'Finding out Friday' gives parents opportunities to visit the school, to understand more clearly what their children have been doing, and to talk to staff about their children's progress.

Several factors account for the school's success in maintaining high standards in all aspects of its work. The staff work well as a team and new staff receive very good support so that they quickly feel at home. The staff have been particularly effective in implementing a significant number of key new systems under the excellent leadership of the acting headteacher. Staff respond very well to the acting headteacher's proactive and open approach. They are very committed and supportive. There is a 'can do' culture and a receptiveness to change if it benefits pupils' learning. Pupils, too, are challenged to 'have a go' in their work and feel comfortable to do so because they are encouraged to learn from their mistakes.

Adults take excellent care of the pupils so that they feel secure and safe. Consequently, their personal development is outstanding and supported very effectively by a well-planned programme for personal, social and health education. Pupils' behaviour is exemplary and they have very positive attitudes to learning. They take a very keen interest in all that they do and set out their work very neatly in their books. Staff ensure that pupils use their mathematics and literacy skills in other subjects. For example, in science, they write independently about their experiments and record their results in tables, charts and diagrams which help to explain their findings. Consequently, they reach a very good standard in science and develop writing skills for different purposes. Pupils show a very good knowledge of how to keep themselves safe and maintain healthy lifestyles by eating fruit and vegetables and taking part in regular exercise. They have a well-developed sense of right and wrong. They are environmentally alert and say, frankly, 'If we don't recycle, there won't be any more of the stuff.'

Pupils show much keenness in joining in extra activities. They particularly enjoy the wide range of lunchtime and after-school clubs. Activities such as bird watching, chess and sport give them

plenty of choice to develop extra interests. Pupils play an active part in looking after their school community. They ensure everyone has a friend at playtimes and help to distribute the equipment, which keeps everyone happy. They also participate with enthusiasm in events in the local community. For example, the choir goes out to sing to senior citizens and pupils plant bulbs in the locality. They develop very good skills for their future education. The school has excellent links with other professional agencies so that help is sought at an early stage for pupils who experience particular difficulties in their learning. This ensures that pupils do not struggle.

Teachers plan the curriculum exceptionally well so that the work appeals to the pupils. They make learning interesting by taking the pupils on visits, for example to the beach, where they draw things of interest and explore the seashore. Authors and artists share their skills with the pupils. The staff keep the curriculum fresh by planning special weeks. 'Puzzle Week' was the theme during the inspection. As part of this, Year 2 pupils enjoyed writing riddles in literacy and used a very good choice of vocabulary. Other pupils tried to work out the solution. The curriculum is broad and exciting. Music and art are particular strengths, ensuring that pupils acquire a very broad range of skills and can develop their talents. Pupils' artwork is of a high quality. Pupils learn a great deal about the techniques of famous artists and about art across the world, such as aboriginal and Islamic art.

The governing body is very well led, very supportive, involved and committed. It keeps abreast of the school's development, enabling it to contribute to reviews and to the school development plan. Governors make regular visits and organise themselves very well. Their involvement and support contribute much to the school's ongoing development. The school evaluates itself very honestly and accurately.

Subject leaders monitor provision very effectively in different areas of learning. Their action plans for improvement indicate clearly the way ahead. Their oversight of the curriculum has helped to maintain well above average standards in recent years. However, the school recognises that its tracking system to monitor pupils' progress over time lacks sharpness and work is underway to improve it. This is a school with an outstanding capacity to improve further because of the staff's commitment, skills and excellent teamwork.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Attainment on entry is slightly below expectations because children's communication, language and literacy skills overall are not as good as other areas of their development. Many children reached the expectations for their age in 2007, except in communication, language and literacy, where there was an over-reliance on worksheets, and in mathematical development, where there were too few opportunities for children to learn through practical activities. During the past year, rapid progress has been made in addressing these shortcomings. The staff have turned the position around by involving children in investigative and practical activities. As a result, the children find their work much more engaging. They are now making good progress in all areas of learning and standards are in line with the national average. The provision is led effectively and developing well. There is scope to improve the way role-play areas are used as a means of developing children's vocabulary and language skills. External space adjacent to classrooms is somewhat limited, but staff use the playground areas well to compensate. There is now a real excitement to children's learning, as when they made their own jigsaws and then worked in pairs to fix each other's puzzles together.

### **What the school should do to improve further**

Fully implement the tracking system in order to monitor pupils' progress across the school and so to be assured that pupils make consistently good progress in all classes.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

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

### 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	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Dear Pupils

Inspection of St Andrew's CE Infant School, Eastbourne BN22 7PP

Thank you very much for your very warm welcome when I visited your school. I really enjoyed meeting you all and talking to you about your work. Your school is an outstanding one because you make excellent progress. Many of you reach standards that are much higher than expected for your age.

Your teachers take very good care of you and make your lessons very interesting. Under the guidance of the acting headteacher, the staff have worked very well as a team. Your parents are very happy that you attend such a good school where you really enjoy your learning. I was very interested to find out about the wide range of extra activities that you take part in, such as the bird watching and chess. You really enjoy these, as you do the other activities. You have an exceptionally good understanding of how to keep yourselves safe and live healthily. Many of you take part in different sports so that you will grow up fit and well. I was very impressed with the recycling that you do. Your behaviour is superb, you are very polite and you get along really well together.

There is just one improvement that I have asked the staff to make. They know that they need to track your progress across the school more carefully. The staff have already started to use a new system but it is not yet complete. I have asked them to finish putting it in place so they can check that you are making equally good progress in every class.

Thank you once again for all your help and for talking to me about your school. I hope that you will continue to work hard and that you will always do your very best.

Yours sincerely

Peter Sudworth Lead Inspector



28 June 2008

Dear Pupils

**Inspection of St Andrew's CE Infant School, Eastbourne BN22 7PP**

Thank you very much for your very warm welcome when I visited your school. I really enjoyed meeting you all and talking to you about your work. Your school is an outstanding one because you make excellent progress. Many of you reach standards that are much higher than expected for your age.

Your teachers take very good care of you and make your lessons very interesting. Under the guidance of the acting headteacher, the staff have worked very well as a team. Your parents are very happy that you attend such a good school where you really enjoy your learning. I was very interested to find out about the wide range of extra activities that you take part in, such as the bird watching and chess. You really enjoy these, as you do the other activities. You have an exceptionally good understanding of how to keep yourselves safe and live healthily. Many of you take part in different sports so that you will grow up fit and well. I was very impressed with the recycling that you do. Your behaviour is superb, you are very polite and you get along really well together.

There is just one improvement that I have asked the staff to make. They know that they need to track your progress across the school more carefully. The staff have already started to use a new system but it is not yet complete. I have asked them to finish putting it in place so they can check that you are making equally good progress in every class.

Thank you once again for all your help and for talking to me about your school. I hope that you will continue to work hard and that you will always do your very best.

Yours sincerely

Peter Sudworth  
Lead Inspector