

Baldwins Hill Primary School, East Grinstead

Inspection report

Unique Reference Number	125969
Local Authority	West Sussex
Inspection number	315374
Inspection date	7 February 2008
Reporting inspector	Bogusia Matusiak-Varley

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	4–11
Gender of pupils	Mixed
Number on roll	
School	107
Appropriate authority	The governing body
Chair	Sarah Hawksworth
Headteacher	Lesley Corbett
Date of previous school inspection	17 November 2003
School address	Lowdells Lane Baldwins Hill East Grinstead RH19 2AP
Telephone number	01342 321572
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school has been federated with Halsford Park Primary School since April 2007 and has recently undergone many changes in staffing. The two schools share the same headteacher and governing body, and some senior leaders have responsibilities in both schools. Pupil mobility is high and especially in Years 3 to 6, where many pupils join the school having attended a range of different educational settings. The school has recently received an Activemark for sports.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory and improving quality of education for its pupils. 'A village school in an urban area' is how some parents describe the school. 'We send our children here because they are treated as individuals, we are involved in their learning and the headteacher and staff consult us in all aspects of school life,' said one parent, speaking for many.

After an unsettling period, largely due to high staff turnover, improvements in standards in English and mathematics brought about by good self-evaluation, staff training, improved resources and implementation of intervention strategies show that the school has good capacity to improve further. Standards are average by the time pupils leave and their achievement is satisfactory overall, but the school is aware that it varies too much between year groups and subjects. The best rates of progress are in the Foundation Stage and Year 6, where teaching is at its best. Pupils' achievement in information and communication technology (ICT) is good and standards are improving. Pupils' achievement in science is held back by limited opportunities for experimental work, especially in Years 1 and 2.

Teaching and learning are satisfactory but variable. Strong teaching in Year 6 ensures that pupils are on track to meet realistically challenging targets. More able pupils, whilst making satisfactory progress overall, are not always sufficiently challenged in lessons because teachers are not yet consistently using information from assessments to match tasks to their needs. Pupils with learning difficulties and/or disabilities make good progress throughout the school because of detailed targets and good support from teaching assistants. Most children make good progress in the Foundation Stage due to good teaching, but more capable children only make satisfactory progress because expectations of what they can achieve are not always high enough.

Pupils have good attitudes to learning and behave well due to good care, guidance and support and a well structured curriculum. The school's ethos successfully encourages a strong work ethic and pupils' views are sought on all aspects of school life. Pupils enjoy school. They say that they feel safe and that the rare incidents of bullying are swiftly dealt with. The good range of sporting activities enables them to keep healthy. The school has good procedures in place to ensure pupils are cared for by appropriate adults and robust risk assessments are in place for all environments and activities. The good links with parents, local schools and other agencies ensure that pupils make a positive contribution to the community. They leave the school with sound skills of literacy, numeracy and ICT.

Leadership and management are satisfactory. The headteacher is providing strong and clear educational direction for the school, and other senior leaders within the federation, including the governors, are now growing into their roles under her expert guidance.

Effectiveness of the Foundation Stage

Grade: 2

Children join the Foundation Stage with levels of skills that are below those typically expected, especially in personal, social and emotional development and communication, language and literacy. By the time they move into Year 1, standards are broadly average. A high level of care helps children to settle quickly into the Reception class routines and organisation. Children feel secure and there is a warm, happy atmosphere. Staff provide a stimulating range of learning opportunities, both indoors and outdoors, that encourage children to make choices and develop

their skills of independence. The more able children, however, are not always sufficiently challenged in their learning and sometimes repeat work that they have already covered. Children show great enjoyment in their learning, working and playing together well because their personal and social skills are given a high priority and good opportunities are provided for them to learn through play.

What the school should do to improve further

- Improve opportunities for pupils to plan experiments in science.
- Develop the quality of all teaching throughout the school to that of the best.
- Ensure all teachers use assessment effectively to move pupils on more quickly, especially those capable of higher attainment.

A small proportion of schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before the next Section 5 inspection.

Achievement and standards

Grade: 3

After a good start in the Foundation Stage, pupils make steady progress throughout the school until Year 6, where progress is good. The school has arrested historic underachievement by introducing a range of intervention strategies including improved resources, especially in ICT, and targeting staff training at improving standards in writing and mathematics. Standards in reading are above average and standards in writing, mathematics and science are average. Pupils achieve well in mental mathematics but not so well in experimental and investigative science because too few opportunities are provided for them to watch experiments, especially in Years 1 and 2. Recent staff training in improving standards in writing is paying dividends as pupils are making satisfactory progress and reaching average standards. Standards in ICT are average but improving.

Personal development and well-being

Grade: 2

Pupils enjoy school. Their behaviour is good and they concentrate well in lessons. Attendance is average and on a rising trend. Pupils' spiritual, moral, social and cultural development is good. 'One World Week', where pupils learnt about a variety of different cultures, is helping pupils understand life in a multicultural society. Pupils work well with one another and Playground Buddies are effective. 'No one is left out,' said one member of the school council, and 'We are one big family here.' Pupils take their responsibilities seriously. They are safety conscious and are concerned about the welfare of others. They relish the good range of extra-curricular activities and contribute to the community by donating harvest produce, singing at old people's homes and supporting a range of charities.

Quality of provision

Teaching and learning

Grade: 3

There are still some inconsistencies to be ironed out before teaching is consistently good. These are largely to do with ensuring that teachers use assessment data to move pupils on in their learning, and raising teachers' expectations of what the most capable pupils can do. However,

a consistently strong feature of teaching in this school is the high quality of relationships between staff and pupils. Other features of outstanding teaching were seen in a mathematics lesson in Year 6, where rigorous use of assessment data to plan extension activities for more capable pupils, excellent use of ICT, very good explanations and expertly produced resources ensured very fast rates of progress. Staff work well together to ensure that all children are included in lessons. Those with learning difficulties and/or disabilities are well supported by teaching assistants and learn quickly. Staff make good use of ICT in lessons, especially in mathematics, to engage pupils and foster enjoyment of learning. The presentation of pupils' work in their exercise books is generally neat and pupils appreciate detailed comments made in teachers' marking to improve their learning.

Curriculum and other activities

Grade: 2

The school offers a good range of clubs, especially for sport. Educational visits and visitors broaden the experiences of pupils. The youngest participate in a Teddy Bears' Picnic and the oldest attend residential with a focus on outdoor pursuits. Provision for literacy and numeracy is good within English and mathematics lessons, although planning does not always ensure that pupils consolidate their literacy and numeracy skills in other subjects. Provision for ICT is good and enables pupils to achieve well in this subject. The school's good personal, social and health education is having a positive impact on behaviour and the way pupils express their feelings on a range of topics.

Care, guidance and support

Grade: 2

Pastoral care is good. Pupils know that they can openly talk to their teachers and other adults about any problems they have. Arrangements to secure pupils' health and safety, including child protection procedures, are effective. Pupils feel safe and secure, and they eat mostly healthy foods at lunch and playtimes. Support for pupils with learning difficulties and/or disabilities is good; as a result they join in all activities and make good progress. The school has recently introduced good assessment procedures. These are not yet fully used by all staff but provide an accurate analysis of pupils' progress. Academic guidance is satisfactory. Pupils know their targets and what they need to do to improve, but staff do not always take sufficient account of pupils' previous learning when setting tasks, especially for more capable pupils.

Leadership and management

Grade: 3

The headteacher has worked wonders in ensuring that the school has kept its own identity under the federation. Her good leadership has had a marked impact on the school's development. Good and accurate self-evaluation ensures that the school knows its strengths and areas for development. Governors are very supportive and play an active role in school life but are not yet fulfilling their role as critical friend by consistently challenging how monies spent impact on standards. Leadership roles are being developed but, as yet, not all subjects are developing at the same rate as English and mathematics. Leadership and management of the Foundation Stage and for those pupils with learning difficulties and/or disabilities are good. There is a clear commitment to inclusion with everyone able to join in all activities. Good links exist with

partner schools, the local authority and outside agencies such as therapists for pupils with learning difficulties and/or disabilities.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	3
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Baldwins Hill Primary School, East Grinstead RH19 2AP

Thank you for making us feel so welcome. We spent a lovely day visiting your school and it was a pleasure to see you enjoying yourself and working hard.

- Your school is satisfactory, but it has some good features and is heading in the right direction due to the good leadership of your headteacher and the hard work of your staff. Here are some of our findings.
- You make good progress in reading and mental mathematics, but do not have enough opportunities to set up experiments in science.
- You do really well in ICT and are making fast rates of progress.
- You behave well and have good attitudes to learning. Those of you in Reception and Year 6 make better progress than your friends in other classes because teaching in these year groups is particularly good.
- You participate well in all school activities and you thoroughly enjoy focused weeks such as 'One World Week'.
- The school is good at helping those of you who find learning difficult.
- You are encouraged to keep fit and healthy by the good learning opportunities provided for you.
- We have asked your headteacher and teachers to:
 - improve your learning in experimental and investigative science
 - raise the quality of all the teaching to the level seen in Reception and Year 6
 - challenge those of you who find learning easy by giving you harder work.

Thank you for helping us with our inspection. Keep working hard!

Best wishes

Bogusia Matusiak-Varley Lead inspector