

# Chyngton School

## Inspection report

---

Unique Reference Number	114426
Local Authority	East Sussex
Inspection number	326010
Inspection dates	10–11 March 2009
Reporting inspector	Linda Kelsey HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

---

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	410
School (total)	
Appropriate authority	The governing body
Chair	Andrew Green
Headteacher	Jon Annis
Date of previous school inspection	6–7 March 2006
School address	Millberg Road Seaford East Sussex BN25 3ST
Telephone number	01323 893281
Fax number	01323 893281
Email address	office@chyngton-primary.e-sussex.sch.uk

---

Age group	4–11
Inspection date(s)	10–11 March 2009
Inspection number	326010

---

© Crown copyright 2009

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

This pilot inspection was carried out at no notice by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, members of staff and pupils. They observed the school's work, and looked at displays and pupils' work books. School documentation such as assessment information and records of monitoring were scrutinised and the team analysed 69 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How good are the overall outcomes for individual pupils and specific groups within the school?
- How much has the school improved since the last inspection and has it been able to sustain the good teaching and learning in order to maintain good progress?
- What is the quality of the provision and management for the Early Years Foundation Stage?
- Have the leadership and management correctly identified the current strengths and weaknesses of the school?

## Information about the school

This large community school serves a mainly White British community with small numbers of minority ethnic families. The number of pupils with learning difficulties and/or disabilities is broadly average but is high in some year groups. A high percentage (2%) of pupils have a statement of special educational needs ranging from moderate learning difficulties to visual impairment, physical disability and autism. Children start the school with skills and knowledge below that expected for their age, with particular weaknesses in language, communication and personal and social skills. The school has gained recognition of its work through several awards, including the Artsmark gold, the ICT mark, the basic skills quality mark, Activemark (2008), Healthy School award, and dyslexia friendly school stage 1.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

### Main findings

This good school has made steady improvements since the last inspection. It has some outstanding aspects within its work which make it a safe and secure place for pupils to learn. The school has developed highly effective partnerships with outside agencies so that the most vulnerable groups and those with learning difficulties and/or disabilities (LDD) are exceptionally well supported. A parent commented that 'the thoughtful, flexible and supportive care our special needs child receives is outstanding'.

The provision for the Early Years Foundation Stage is outstanding. Leadership of this stage of education is highly effective. The youngest children in the school make outstanding progress from below expected starting points so that by the time they start Year 1 they are in line with national expectations. They are fast developing as confident, independent individuals in charge of their own learning. This outstanding progress continues for the pupils in Year 1. This strong focus on promoting independent learning which makes the Early Years Foundation Stage successful has been incorporated into the curriculum for these older pupils.

The innovative, exciting curriculum recently introduced into Key Stages 1 and 2 has already had an impact on improving the rate of progress pupils are now making through the rest of the school. Progress is good overall because teaching is good in the majority of classes. However, this good progress is uneven and means that by the time pupils reach the end of each key stage, attainment is still stubbornly in line with national averages. Too few pupils achieve the higher levels of attainment. The school recognises this weakness because it has good systems in place for tracking pupils' progress. The best progress is made by the groups of pupils identified as having learning difficulties and/or disabilities and also by the most vulnerable groups in the school. This is because their care, guidance and support for learning while at school are outstanding.

Leadership of the school is good and, through thorough self-evaluation, knows its strengths and weaknesses and has good capacity for future development. The headteacher provides a clear direction for school improvement and together with his two assistant headteachers monitors rigorously the impact of initiatives introduced to the school. Information from assessment is carefully analysed and trends in attainment are mapped. The curriculum and teaching are adapted to respond to weaknesses identified and the school works hard to make sure that pupils enjoy their

education whatever their gender or educational need. In this the school is successful and pupils are enthusiastic learners, well behaved and generally have good relationships with each other. Attendance remains at average levels, despite great efforts made by the school, because some families persist in taking holidays during term time. The school is a harmonious and happy environment and parents are supportive of its values. They are overwhelmingly pleased with what their children are achieving. As one said, 'We could not have wished for a better primary start to our children's education.'

## What does the school need to do to improve further?

- Improve attainment overall and continue to reduce the unevenness of progress across both key stages by improving teaching and curriculum provision so that they motivate and interest all pupils all of the time.
- Increase the rates of pupils' attendance so that it is consistently above the national average by the end of summer 2010.

## How good is the overall outcome for individuals and groups of pupils?

2
---

Pupils are keen to do well, work hard in lessons and quickly become interested and enthusiastic learners who enjoy coming to school. Many are overcoming the previous significant barriers to their education. They respond well to partnership and group work and are able to use exciting vocabulary and talk about their learning clearly when sharing with the class. Attainment is broadly in line with national averages by the end of Year 6 even though there are fluctuations between year groups. Standards in English, while average overall, are higher in reading than in writing, particularly for boys. The proportion of pupils who reach the higher levels of attainment is usually lower than seen in most schools. Most groups of pupils make good progress, given their below average starting points. Through Key Stage 2, data indicates pupils make more progress in Years 5 and 6 than in Years 3 and 4. However, lessons seen during the inspection indicate that this unevenness in progress is being reduced.

Pupils with learning difficulties and/or disabilities make good progress in their learning and generally achievement and enjoyment are good across the curriculum. Pupils achieve well in subjects such as information and communication technology (ICT), design and technology, physical education as well as English and mathematics. This helps to equip them with a variety of essential life skills. They develop basic skills well and acquire a good understanding of the world of work through role play, visitors and visits to places of interest. Pupils are very confident that their concerns will be dealt with very promptly by staff. They are very aware of potential dangers, such as Internet use, and older pupils handled tools such as glue guns and saws safely in the design and technology lesson.

Pupils behave well and in many lessons their behaviour is outstanding. This contributes well to their readiness for learning. However, the behaviour log indicates that a small minority of pupils with very challenging behaviour occasionally disrupt learning. The school places very strong emphasis on promoting healthy lifestyles.

Pupils get plenty of exercise in PE lessons, at break times and in the very wide range of sports clubs. Although pupils are well aware of what a healthy diet consists of, many have not fully adopted the principles when making their own choices.

Pupils make an outstanding contribution to the smooth day-to-day running of the school. Older pupils lead and initiate activities, such as organising games during wet plays and looking after younger pupils at lunchtime. Many are keen eco-warriors around the school and pupils contribute to decision making through the school council, which gives them a true voice in deciding on improvements. They embrace diversity within the school community and have strong links with and understanding of the needs of other communities in local, national and global contexts, through fundraising events for a wide range of charities.

Pupils show curiosity about the world around them and respect for others' feelings and differences. They understand the consequences of their actions, cooperate well and form good, constructive relationships. They reflect on important issues and develop a good appreciation of the arts. Their awareness of cultural diversity in British society is less well developed.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	1
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	1
Pupils' attendance	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

## The quality of the school's work

Teaching is consistently good and there is no unsatisfactory teaching. Some teaching, particularly in Reception and Year 1, is outstanding. All teachers have good subject knowledge and plan well for lessons. They know individual pupils well and monitor the progress they make against their individual targets. Occasionally when teaching is not good and does not interest all pupils, behaviour can disrupt the learning of others. The pupils are set challenging targets based on detailed, accurate assessments which are monitored systematically and frequently. Most pupils

<sup>1</sup> Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

understand how well they are doing and know how they can get better. Occasionally, lessons do not allow for the most able to start at higher points of learning.

The school offers a rich and inviting curriculum which pupils enjoy. It is well planned and stimulating and takes account of gender needs. Personalised programmes for some pupils, including those with a statement of special educational need and those who are most vulnerable, ensure that they are very well supported. Pupils are taught core skills in literacy, numeracy and ICT through a range of subjects to develop their skills as they move through the school. There is a high take-up of the varied and wide-ranging extra-curricular activities. Pupils make numerous visits to interesting places. Visitors to the school, such as an actor in the role of Samuel Pepys, help to make links between different aspects of their work.

There are exceptionally well organised arrangements in place for the care of all pupils and these contribute to good personal development. The clearly targeted support for the most vulnerable pupils is resulting in improved behaviour, growing confidence, independence and improved relationships between pupils.

*These are the grades for the quality of provision*

High quality teaching and purposeful learning	2
Effective assessment	2
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	1
Support, guidance and care	1

## How effective are leadership and management?

The headteacher provides a clear direction particularly in promoting the values of the school because he understands the needs of his community. Senior leaders have monitored lessons and made accurate judgements; the energetic leadership team supports the headteacher at all levels. The school knows that outcomes could be higher and everybody is working hard to drive up attainment. Safeguarding requirements are fully in place and the school has trained first aid staff and child protection officers. Health and safety audit and risk assessments are carried out regularly and thoroughly. Members of staff are very well deployed and there is a high adult-to-pupil ratio, ensuring the most vulnerable are very well supported.

The governors represent a range of talents and these are used to good effect, linking their monitoring to subjects and year groups and regular contact with coordinators in school. They hold the school to account by asking detailed and challenging questions at meetings. They are fully involved in school improvement through self-evaluation and some meet regularly with the school council to gain pupils' views about the school. For example, governors have just been very active in having a debate about the quality of the food at the school.

There are good links with parents and the vast majority responded positively to the questionnaire. The school makes excellent use of outside providers such as the

education welfare officer to support the school in how it can improve attendance. It has good contacts with pre-school settings and local charities. This has improved the communication between the school and the local community and, as a result, many parents spend more time in school.

The school has made an effective contribution to community cohesion and promoting pupils' understanding of diversity. It has strong links with local playgroups; its reputation is high within the local areas, with a parent outreach group and local initiatives. There are good links with schools nationally and in the wider world.

*These are the grades for leadership and management*

Communicating ambition and driving improvement	2
Promoting equality of opportunity and tackling discrimination	2
Ensuring that safeguarding procedures are effective	2
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	2
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	2
Developing partnerships with other providers, organisations and services	1
Ensuring the school contributes to community cohesion	2
Deploying resources to achieve value for money	2

## Early Years Foundation Stage

Children make significant gains in their learning and have good levels of achievement by the end of the Early Years Foundation Stage. There is good progress and enthusiasm for learning which is apparent throughout the day and in both classes. This is an excellent setting with a good level of activities available both inside and outside. Pupils are making their own choices about where they want to work and are being well supported in their learning.

Children enjoy their time in the Reception class and are eager to attend each day. Relationships are strong and children are learning good levels of independence, high levels of self control and tolerance. There is excellent provision which meets the needs of the Early Years Foundation Stage curriculum extremely well. Planning is well thought out; it addresses all the areas of learning, and includes teacher-led and child-initiated activities. As a result, children make significant gains in personal and social development and in communication, language and literacy.

The support for the most vulnerable groups is outstanding. There is a high level of staff expertise, including teaching assistants and student support, who all work well together in the Reception Year classes. Strong focus is given to the management of the Early Years Foundation Stage. This has been a recent area of development which has had a positive impact on the quality of the provision.



How good are the outcomes for children in the Early Years Foundation Stage?	1
What is the quality of provision in the Early Years Foundation Stage?	1
How effectively is the provision in the Early Years Foundation Stage led and managed?	1
Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?	1

## Views of parents and carers

Almost all the parents' questionnaires were positive. Parents commented on their children being well supported, pupils feeling valued and knowing where to go to seek further help if needed. Fewer than 10% asked for further clarification about the progress their children make and where to seek more information about clubs and after-school activities. The school has a web site for further information for parents. It plans to send text messages or e-mail for alterations to planned activities or last minute changes from September 2009.

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



15 March 2009

Dear Pupils

Inspection of Chyngton School, Seaford BN25 3ST

Thank you very much for the time you spent talking to us at lunchtime and during meetings we had with you. We enjoyed seeing you all working hard in class and were impressed with how well most of you behave, work independently and take your lessons very seriously and conscientiously.

Most of you do well in English and mathematics and get the results expected of you. Those who need the most support get the most help and do really well working alongside their helpers. We have asked the school to continue to work hard at making sure all of you do as well as expected. Your school is very good at looking after you all and making sure that as many of you arrive at school each day. However, some of you still go on holiday during term time and this is slowing down the rate of progress that you make. You need to work with the school to improve this.

Many of you know about how to keep yourself fit and healthy through good food and regular exercise. Many of you take up extra sport as part of the after-school clubs offered. However, some of you admitted to us that you know you bring unhealthy food to school even though you are encouraged not to. It would be really helpful if some of you could help encourage others to be better at doing this in the way that you are vigilant about being eco-warriors around the school.

I hope you continue to work hard and behave well so that the teachers can continue to work hard at making the school an even better place. I hope you will continue to offer your ideas and initiate these when you can.

I wish you all the best of luck for the future.

Yours faithfully,

Linda Kelsey HMI

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