

Iford and Kingston Church of England Primary School

Inspection report - amended

Unique Reference Number	114530
Local Authority	East Sussex
Inspection number	326030
Inspection date	12 March 2009
Reporting inspector	Lorna Brackstone HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	146
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mike Sumner
Headteacher	Stephen Elliott
Date of previous school inspection	1 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wellgreen Lane Kingston Lewes BN7 3NR
Telephone number	01273 474973

Age group	4–11
Inspection date	12 March 2009
Inspection number	326030

Fax number

01273 486799

Age group	4-11
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Amended Report Addendum

Report amended due to factual inaccuracy

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Introduction

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

Description of the school

The great majority of pupils in this small primary school are White British. A below average proportion of pupils have learning difficulties and/or disabilities. Most of these pupils' needs relate to specific learning difficulties or speech and language delay. A slightly above average proportion of pupils have a statement of special educational needs. The number of pupils joining or leaving the school other than at the normal times is above the national average. Children in the Early Years Foundation Stage start school in Class 1, which also currently includes nine Year 1 pupils. There are four other mixed-age classes. An inspection of the denominational aspects of the school's work took place under Section 48 of the Education Act 2005 at the same time as this inspection and a separate document reports these findings.

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, which provides an exceptional quality of education. It fully reflects its motto, which is to make the pupils 'as wise as the owls'. Parents are very happy with the school and nearly all agree that it is excellent. Most of their views can be summed up by one parent who explained that 'my children have thrived here thanks to the first class educational experience this school provides'.

The 'young fledglings' start school with skills that are broadly as expected for their age. In the warm and exceptionally stimulating Early Years Foundation Stage, they quickly hatch out from their shells, develop their feathers and start to spread their wings. Between Years 1 and 6, the pupils gather confidence and strength and are wide-eyed and alert when it comes to learning opportunities. Consequently, pupils soar into secondary school having attained exceptionally high standards. Achievement is outstanding and pupils are extremely well prepared for the next stage of their education.

The school provides an excellent nest, which is nurturing and ensures that all the pupils feel safe, secure, and extremely well looked after. Created from an exceptionally relevant framework that intertwines meaningful topics with key skills, the curriculum ensures that learning opportunities are of the very best quality. Extremely high quality teaching and outstanding academic support and guidance ensure that the youngsters' flight through their primary education is exceptional. As one parent explained, 'I could not imagine a better environment for my child'. Excellent links with other schools, including Early Years Foundation Stage classes and subject links, enhance the provision for the pupils.

Pupils develop into wise young people who have excellent attitudes to learning and enjoy extremely positive relationships with each other. As reflected in their good attendance rates, pupils love coming to school because, as one pupil told inspectors, they 'learn something new every day'. Pupils behave exceptionally well, and adhering to a very strong moral code of conduct ensures that feathers are very rarely ruffled. A healthy diet and lots of exercise are high on the pupils' lifestyle agenda, the success of which is reflected in a Healthy Schools and Activemark award and a Charter Standard from the Football Association. Very careful reflection about people in countries less fortunate than themselves enables them to appreciate how lucky they are to live where they do. However, the pupils' understanding of living and working in multicultural Britain is less developed.

Under the watchful eye of the inspirational headteacher and his exceptionally strong leadership and management team, the school has made excellent progress since the last inspection. Like owls using their three-dimensional sight to consider different aspects around them, the vision of all staff and governors ensures that initiatives are carefully planned and include depth and detail for successful implementation. There is full analysis of their effectiveness. Despite the imminent promotion and departure of the current headteacher, the school is securely perched for continuing improvement. This is because the staff and governors' vision for the future of the school is outstanding and they have an excellent understanding of its needs.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children make excellent progress in the Reception Year and most exceed the national expectations for children entering Year 1. This is because the teaching is outstanding and the

curriculum is very stimulating. Learning through play is encouraged throughout the day, both indoors, in the conservatory and within the extremely well equipped outdoor area. The play opportunities are exceptionally well planned and interesting. They encourage the children to cooperate together and select equipment for themselves. Planning includes an effective balance between teacher-directed and free-choice activities. All these strengths in the teaching and activities make learning enjoyable and exciting. This was evident, for example, when the children decided to make stretched or curled shapes on climbing apparatus that had been put out in the hall for them to use. Interesting topics such as 'Going on a Bear Hunt' develop children's knowledge of letter sounds very well.

Relationships between adults and children are excellent and this gives the children confidence and a love of learning. Support for all children, including those with learning difficulties and/or disabilities, is outstanding. The leadership of the Early Years Foundation Stage is excellent. The practitioner in charge has superb knowledge and understanding of the needs of young children. 'Learning journeys' record observations made. Assessment is accurate and used effectively to adapt activities to meet children's learning needs and emerging interests. Children have already begun to take some responsibility for their own learning, for example, by using a digital camera to record their music-making activities.

What the school should do to improve further

- Increase pupils' understanding of living and working in multicultural Britain.

Achievement and standards

Grade: 1

Standards attained by the end of Year 6 are exceptionally high. Pupils make excellent progress as they move through the school because teaching staff are extremely skilled at motivating pupils to learn, providing high quality opportunities for them to use the knowledge they acquire. Overall achievement is outstanding because the pupils use their very high quality literacy and numeracy skills to attain exceptional standards in history, geography, and design and technology. Outstanding standards in art, music and physical education also ensure that they leave school as extremely well rounded and talented young people. Pupils who have learning difficulties and/or disabilities make outstanding progress because the support they receive is extremely well targeted through individual intervention and the effective use of practical teaching aids.

Personal development and well-being

Grade: 1

Team competitions, involvement in the school council and a successful 'buddy' system for friendship are examples of the excellent involvement the pupils have in their own school community. Regular musical performances where pupils serve afternoon tea to their grandparents and residents of the surrounding area highlight how the pupils make an outstanding contribution to the wider community. Sponsorship of a school in Sierra Leone and raising money for charities, such as selling red noses and wearing pyjamas for Comic Relief, indicate their excellent contribution to the global community. Exceptionally high standards in literacy, numeracy and information and communication technology skills prepare pupils very well for the world of work. Managing the school council budget, organising stalls at the annual May Fair and using their numeracy skills, for instance to work out whether it is cheaper to buy a pack of 9 or 12 toilet rolls, ensure that they are extremely well prepared for their future economic well-being. Writing poetry based on William Blake's 'Sunflowers', enjoying visits by preachers from different faiths

and participating in Indian and African dance workshops in school help them to make good gains in their spiritual and cultural development. However, pupils have yet to develop a wider awareness of living and working within the cultural diversity of Britain today.

Quality of provision

Teaching and learning

Grade: 1

All lessons have a clear learning objective, which the pupils use at the end of the lesson to evaluate how much knowledge they have gained. Lessons move along at a fast pace and this enables the pupils to learn at a rapid rate. The excellent relationships between staff and pupils are a strong feature in all lessons. This creates a very positive atmosphere and effective use of humour further stimulates learning. In one mathematics session, for example, pupils used a catchphrase relating to a magician and this encouraged their quest to consolidate their knowledge. All teachers have extremely high expectations of their pupils and the excellent quality of the work produced reflects this. Teachers ask detailed questions which skilfully challenge and support the needs of all pupils. Building upon their existing skills, pupils understand what they are learning and keenly adapt their knowledge to solve everyday problems. The strategic deployment of the exceptionally well trained and knowledgeable teaching assistants ensures that pupils with learning difficulties and/or disabilities are fully engaged in their learning.

Curriculum and other activities

Grade: 1

Well chosen topics, such as those on the history of toys and the rainforests, ensure that subjects link closely together and make learning meaningful. For example, pupils use their very high quality literacy skills when they write about rain forests. One pupil in the Year 4 and 5 class wrote how 'the snake slithered as quiet as a mouse. Its eyes were as red as lava'. Standards of boys' writing have improved since the introduction of topics such as the explorers in the Victorian era, which motivate and engage them more. Topics, such as The Tudors, come alive through trips to museums and places of historical interest like Hampton Court. The excellent choice of extra-curricular activities caters for all age groups and this ensures that even the youngest pupils have access to the rich range of activities on offer.

Care, guidance and support

Grade: 1

Staff provide exceptional pastoral care and value pupils and their efforts. The pupils appreciate the warmth of the support they receive and this underpins their appreciation of school. The school promotes exceptional partnerships with parents and with specialist outside agencies, such as speech therapists and counselling services. This strengthens the individual support given to the pupils, especially those who arrive midway through their primary education or those who have learning difficulties and/or disabilities. There are diligent procedures for safeguarding pupils' welfare in all parts of the school.

Academic support and guidance are outstanding. Teachers give excellent oral and written guidance. Targets are used extremely well to show pupils how to improve their work and take the next step in their learning. Teachers enthusiastically encourage the pupils and this ensures

that they feel that their work is valued. Pupils develop very good skills in evaluating their own and each other's work.

Leadership and management

Grade: 1

The headteacher provides exceptional leadership in promoting and sustaining the caring and inclusive ethos of the school. As one parent explained, 'He expresses very clear values which permeate the entire school.' This quality of leadership underpins the excellent quality of provision, which results in the outstanding academic and personal outcomes of the pupils. Other senior managers and governors provide outstanding support and work extremely closely as a team. Self-evaluation and improvement planning are effective. Well chosen actions, including for example, devising a rigorous tracking system which enables early intervention, have prompted a continuing rise in standards and achievement since the previous inspection. Excellent use of data has enabled the school to set challenging targets and continually raise expectations. The school promotes community cohesion well. It has developed local and global links very well and this includes, for example, beneficial links with a school in Sierra Leone. There are helpful links with other faiths and cultures. However, the school recognises that promoting pupils' understanding of the multicultural dimension of British community is an aspect requiring further development.

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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?	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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ 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/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	1
How well does the school contribute to community cohesion?	2
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

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

Dear Pupils

Inspection of Iford and Kingston Primary School, Lewes BN7 3NR

Thank you for making my colleague and me so welcome. We enjoyed spending time with you and finding out about your school. I would like to say a particular thank you to those pupils we met at lunchtime who told us about life at your school.

We agree with your parents that your school provides you with an excellent education so that you achieve exceptionally high standards. We were very impressed with the way you present your work and that you all know how to improve it. Teaching is excellent and your teachers make sure that you always try your best. They plan extremely interesting activities and this encourages you to learn because the themes they choose are meaningful to you. The way that you performed and served afternoon tea to your grandparents and other local residents was amazing! We were also impressed with how you have raised money for the orang-utan project in Borneo. Your participation in these events and your exceptional skills in literacy and numeracy prepare you extremely well for the future.

You really enjoy coming to school and it is very clear that you take a full part in its life. I enjoyed hearing about the trips you go on and we were very interested to hear about your teams and the way that you compete to win the wise owl for team points. You feel safe because the school looks after you very well. You told us there is always someone you can talk to about a problem and you are rightly proud of your 'buddy system'. You are very knowledgeable about how to keep your bodies fit and you know what foods are good for you to eat.

Your headteacher and the other adults involved in leading and managing your school do an excellent job and make sure that you receive the best possible education. We have asked them to ensure that you are better prepared to live and work in multicultural Britain.

Once again, thank you for your help. Keep doing your best and working with the adults in school to make sure Iford and Kingston Primary gets even better.

Yours sincerely

Lorna Brackstone

Her Majesty's Inspector