

Twineham CofE Primary School

Inspection report

Unique Reference Number	126011
Local Authority	West Sussex
Inspection number	328441
Inspection date	11 February 2009
Reporting inspector	Janet Simms

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)	83
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	Annie Hirst
Headteacher	Vanessa Baber
Date of previous school inspection	2 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Lane Twineham Haywards Heath RH17 5NR
Telephone number	01444 881207
Fax number	01444 881048

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated the following.

- Pupils' achievement in writing.
- The progress of more-able pupils in science.
- How well pupils understand their targets and the quality of academic guidance.

Inspectors gathered evidence on the day from discussions with staff, pupils and governors. A range of school documentation was examined and first-hand evidence was gathered from observing pupils in lessons and at play. Parents' views were considered from questionnaires completed prior to the inspection and through talking to some at the start of the day.

Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This is a very small rural school with three mixed-age classes, currently for Reception and Year 1, Years 2, 3 and 4 and Years 4, 5 and 6. These age-groups change with the school's varying numbers. Two of the three class teachers are new to the school this year. The proportion of pupils with learning difficulties and/or disabilities has increased recently.

The school has Healthy Schools status and holds many other awards, including one in recognition of its international work.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It has outstanding features, many of which are the subject of much appreciative parental comment. These comments centre on the strong ethos of valuing all pupils individually and a passionate commitment to including everyone in the life of the school. Staff provide an exceptional range of support for the increasing proportion of pupils with learning difficulties and/or disabilities. As a result, these pupils make excellent progress. The school is a happy, harmonious community. Parents greatly value the 'caring', 'friendly', 'holistic' education which the strong staff team and excellent leadership provide in an 'efficient and loving' environment.

Because numbers are very small, standards vary year on year, but attainment on entry to the Early Years Foundation Stage is broadly as expected. From the good start children get in the Reception Year they steadily build on this to attain above average standards by Year 6. Pupils' achievement is good and the recent successful focus on writing has improved achievement in English, particularly for boys whose standards recently were high. Detailed analysis accurately identified that some more-able pupils did not achieve higher standards in science partly because they misinterpreted text in test questions. Subsequent curriculum changes to improve comprehension have significantly raised pupils' standards in science this year, but the school is aware that this aspect of reading remains an area for further improvement. Strong teaching in music and art leads to high standards and enthusiastic enjoyment in these areas.

Personal development is outstanding. Pupils really know how to keep healthy and safe. Many were keen to tell inspectors about their active involvement in successful sports competitions, their interesting contributions to church and parish magazines and how villagers use their school for various events. Excellent care, guidance and support lead to these very positive outcomes. This support includes teachers' helpful academic guidance about how pupils can improve their work. Staff have worked most successfully to strengthen day-to-day assessment. Teachers' marking is good, so pupils are clear about their targets. While most are now ready to help decide for themselves what they need to do to improve, some opportunities for this to happen are missed. Pupils contribute very effectively to the day-to-day running of the school and relish their responsibilities, as school councillors for instance. Together with their strong basic skills, pupils' collaborative team-working and other excellent social abilities prepare them extremely well for future education and work. Behaviour is outstanding. Although some term-time holidays still occur, the school's actions to improve attendance have brought it to just above average.

Teaching is good and the school accurately identifies examples of outstanding practice. New staff have settled quickly and many parents comment on the approachability of the whole staff team, who very skilfully include them in everything their children are doing. Central to pupils' excellent enjoyment of learning is the exciting, well planned and lively curriculum. It is supported by many interesting visitors and stimulating visits, including various studies at the adjacent farm. Pupils speak very enthusiastically about the school's rich variety of extra-curricular activity. Their contacts with Glyndebourne, for example, contributed to the writing and production of an extremely successful and enjoyable opera last year.

Though somewhat modest in its views, outstanding leadership, management and governance lie at the heart of the school's success. Management is now distributed more widely, with new, full-time staff who are keen to contribute to moving the school forward. Rigorous self-evaluation is otherwise highly accurate, giving the school a very clear view of itself based on incisive

analysis of pupils' progress. The school sets itself challenging targets and staff are refreshingly open to critique and suggestions from any source. One parent expressed the view that there is 'no resting on laurels at Twineham'. This comment summarises those of many other parents, who feel that their opinions really count. Governors provide excellent support, holding the school and its partners to account extremely effectively. Dynamic leadership has successfully maintained above average standards and good achievement and also secured significant improvements since the last inspection. It has sustained this pace during a period when a high proportion of teaching staff has changed and the school has included more pupils with learning difficulties and/or disabilities, thus demonstrating excellent capacity to improve further. Community cohesion is particularly strong in its impact at school and local levels, where there is a clear understanding of need. In this way the school ensures equal academic opportunities for all its pupils and provides an important focus for its small and relatively isolated local community. The school is well aware of the need to develop understanding of and links with cultures, faiths and communities further afield in this country and beyond. It has already made a good start through, for example, links with a school in London, its International Award and communication with schools overseas.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Reception children make good progress in most areas of learning. Strong and steady progress in literacy and numeracy means they have good skills to move on quickly when they enter Year 1. Children begin to develop initiative in choosing the right activities to help them learn well. Their outstanding personal development and well-being enables them to develop good awareness of their own feelings and consideration for others, as seen in their excellent attitudes and behaviour. Children work and play in harmony together, enjoy lessons and develop good habits of healthy activity, eating and drinking.

Good teaching makes learning fun and interesting in a visually stimulating environment. The broad curriculum provides a good balance of opportunities for indoor and outdoor learning. Arrangements for children's welfare are rigorous. The safe, secure outside areas and classroom spaces provide a well equipped, carefully organised, well managed environment, which meets children's physical, emotional and social needs well. Good leadership and management ensure that staff record individuals' progress accurately, with extensive supporting evidence. Utilising strong partnerships with agencies outside school, skills in observing children's progress have been developed to secure greater precision in assessment and more accurate record keeping. Every child has an individual plan identifying the next steps for learning. Whilst staff recognise that children now get more involved in understanding how well they are doing, this approach is at an early stage of development.

What the school should do to improve further

- Strengthen pupils' understanding of the meaning of what they read.
- Provide more opportunities for pupils to respond actively to teachers' advice about how to improve their work.

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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?	2
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?	2
How well do children in the EYFS achieve?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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	1
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?	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

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 Twineham CofE Primary School, Haywards Heath RH17 5NR

Thank you so much for welcoming us into your school on the day we came for the inspection. It was a pleasure to be there and I am writing to tell you what we found out.

Yours is a good school. It also has many outstanding things about it. You all make good progress and some of your progress is excellent. Your writing is improving and those of you who can reach higher standards in science are now reaching these levels.

Your parents are extremely happy with how well you do at Twineham. We agree with them that your personal development and well-being are outstanding, and this is because the school looks after you really well and cares about you all as individuals. We found that teaching is good. Staff have worked hard to give you good feedback on the things you do, so you understand your targets. We found that the school's leadership and management are excellent and make sure you keep safe and secure so you can learn well. Your parents are pleased that the school keeps them well informed about the things you do, so they can get involved in your learning. You told us how happy you are to be learning such a lot of different and interesting things. We were pleased to see you all getting on so well and learning from pupils of different ages, helping younger ones and respecting older ones.

Even in a good school like yours, there are things which could improve it, so we have asked the staff to do the following things to make the school even better.

- Make sure you always understand the meaning of words when you are reading, including when you have to answer test questions in science.
- Make sure you have more opportunities to get involved in developing your own learning targets and responding to teachers' advice about how to improve your work.

You can help too by continuing to work hard. Thank you again for your hospitality.

Yours faithfully

Janet Simms

Lead inspector