

# Shinewater Primary School

## Inspection report

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<b>Unique Reference Number</b>	114476
<b>Local Authority</b>	East Sussex
<b>Inspection number</b>	338374
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	David Marshall

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	380
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Weller
<b>Headteacher</b>	J Greenwood
<b>Date of previous school inspection</b>	11 July 2007
<b>School address</b>	Milfoil Drive Eastbourne BN23 8ED
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## Introduction

This inspection was carried out by three additional inspectors, who observed 21 lessons and 15 different teachers. Discussions were held with the headteacher, deputy headteacher, teaching and support staff, governors, parents and carers, and pupils. Inspectors observed the school's work and looked at documentation, including the school improvement plan, the tracking of pupils' progress, provision for those pupils identified as having special educational needs and/or disabilities, and minutes of governors' meetings. In addition, questionnaires from 69 parents and carers, 16 staff and 134 pupils were analysed.

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

- the school's assessment and tracking procedures and what they say about the progress of all pupils
- pupils' personal development and the effectiveness of the school's measures to enhance pupils' social, moral and emotional development
- how well the curriculum and extra-curricular activities contribute to outcomes for pupils and to their overall achievement
- how effectively leaders and managers at all levels, including the governors, are enabling teaching to be as effective as possible.

## Information about the school

Shinewater is a larger than average primary school. A well above average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is much higher than the national average. The wide range of special needs includes learning, behavioural, language and emotional difficulties. The number of pupils from minority ethnic groups or who speak English as an additional language is very small. Currently, children in the Early Years Foundation Stage are taught in a Nursery and three Reception/Year 1 classes.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Shinewater is an outstanding school. As one parent observed, reflecting the views of many, 'Shinewater is an excellent school. My children enjoy school very much and I find the staff to be remarkable. The school makes every effort to accommodate our cultural and religious needs, an asset that I find unique to Shinewater.' The school's success is due to the efficiency of the management, the outstanding quality of pastoral care and the excellent relationships with the local community, including parents and carers. Under the outstanding leadership of the headteacher, senior leaders and governors, the school's self-evaluation is rigorous and accurate. As a result, leaders know the school's strengths very well and what needs to be refined further. Their track record of raising pupils' achievement extremely successfully through meeting pupils' individual needs shows that the school has excellent capacity to continue improving.

The children get off to a good start in the Early Years Foundation Stage classes from starting points that are often very low for their age. They achieve well and become confident learners because all adults in these classes encourage them to be independent and enjoy their learning. However, as the school rightly recognises, the provision, although good, is not as outstanding as in the rest of the school. The school's decision this year, based on the numbers starting in Reception, to educate the children in mixed-age Reception/Year 1 classes, has only been partially successful. The detailed and rigorous planning in place for next year, when the Reception classes will be separate, and when the outside area will be modified, shows leaders' resolve to enable these children to achieve to their maximum ability

Across the whole school pupils' personal development and their wider educational outcomes are excellent, which help their all-round achievement, both academic and personal. Throughout the school pupils are enthusiastic learners. The good start made in the Early Years Foundation Stage is built upon outstandingly well, so that by the time they leave the school, pupils' attainment is in line with the expectations for their age. The quality of teaching is outstanding. Lessons are planned to make sure that all pupils enjoy learning. Teachers' planning is thorough and is based on the use of careful assessments. The outstanding curriculum is enhanced by a huge range of additional activities, visits and visitors. Pupils with special educational needs and/or disabilities make excellent progress. This is linked to the high priority the school gives to meeting their needs and the very effective support provided for them. By ensuring exceptionally good quality help from very well-qualified teaching assistants wherever it is needed, the least able and most vulnerable pupils achieve consistently and exceptionally well

The contribution the school makes to community cohesion is excellent. A plan and clear actions are in place to promote pupils' understanding from a local perspective extremely

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well. Links with other local schools and agencies are harnessed very effectively. As one parent observed, 'Teachers are highly enthusiastic and provide an excellent community spirit for the children.' The school has taken the need to expand its links to extend national and global perspectives very seriously and these aspects are also very strong. The regular video conference with a school in France, observed during the inspection, was inspiring.

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

- Ensure that provision in the Early Years Foundation Stage in the coming year is as good as the rest of the school by:
  - ensuring that planning offers the maximum challenge for children in all lessons
  - implementing rigorously the planning for the use of the outside area.

**Outcomes for individuals and groups of pupils****1**

As lesson observations show, teachers consistently provide interesting lessons that enthuse pupils of all abilities and keep them engaged. Throughout the school, pupils achieve extremely well and are inquisitive learners. When they are asked to work together, they do so very effectively. They keep on task, challenge each other and also enjoy working independently. The outstanding progress throughout the school, including for pupils with special educational needs and/or disabilities, is firmly based on meeting individual pupils' needs and sharing best practice. For example, the arrangement of placing the older pupils in ability groups for English and mathematics has enabled them all to make excellent progress. The series of outstanding lessons observed in Key Stage 2 is testament to how successful this provision is

Throughout the school, relationships between staff and pupils are excellent and contribute to the positive ethos for study. Pupils' spiritual, moral, social and cultural development is outstanding, contributing to their excellent behaviour. The pupils' very high level of enjoyment in their learning is reflected in the improved rates of attendance and punctuality. Pupils show very caring attitudes to each other and the environment. This was admirably demonstrated in an exceptional rehearsal of the forthcoming production from the Year 6 pupils

Pupils acquire a full understanding of healthy living and an excellent awareness of how to keep themselves and others safe. In discussions with the 'eco' council and other pupils, the older ones made sure the younger ones had their chance to speak, which was a pleasure to witness. Pupils are keen to show how much they enjoy responsibility, for example as prefects or playground friends. Pupils' knowledge of how to keep safe is outstanding. The standards reached by pupils in English, mathematics, science and information and communication technology (ICT), combined with their keen appetite for teamwork and their zest for learning, prepare them exceptionally well for the transition to the next stage of their education

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The teachers consistently show excellent skills in managing their pupils and in providing clear explanations about new concepts. In all lessons observed, pupils were extremely well motivated by the ideas and resources presented and were very keen to please their teachers and other adults. Academic monitoring and guidance are extremely effective and marking is carried out with the pupils to give them clear and immediate pointers about what they need to do to improve their work. In an outstanding Year 6 lesson in the ICT suite, pupils delighted in working on their multimedia presentations. Through the teacher's careful prompting, the pupils discussed their choices of music and animations at a very deep level. Their enjoyment and thoughtful consideration of each other's opinions and attempts to record their ideas was impressive. The resulting slide shows from all were an excellent result of the planning and expectations of the teacher. The range of opportunities that pupils are given through the curriculum is outstanding. At all times pupils are encouraged to be independent and are highly motivated. Pupils know they have to work hard to be given this independence, and they do. Not only does the excellent teaching enable pupils, from a low start, to reach the national expectations

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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for their age by the time they leave school in English, mathematics and science, they are also given excellent opportunities in all other subjects.

The excellence of the displays throughout the school is testament to the consistently outstanding progress pupils are making in art and design. Music is also a strength of the school and pupils are given many opportunities to develop their musical talents. The standard of singing witnessed during the inspection was impressive, and reflected the enthusiasm and skill demonstrated by a Year 6 teacher in an extra-curricular choir practice. The school's use of visitors was admirably demonstrated by the way the pupils in Years 4 and 5 hung on to every word of a storyteller. When asked if they wanted to go the 'hard way or the easy way' by the visitor, they unanimously chose the 'hard way' and enjoyed every second of it.

The impact of the school's outstanding support, guidance and care is evident in the pupils' consistently high standards of behaviour and social skills. Aspects of the school's exceptional care for individual pupils that are particularly notable are the work of the learning support team, the parents' and pupils' support manager and the teaching assistants. The zeal, patience and understanding they show to vulnerable pupils results in them achieving extremely well and is an inspiration to all others in the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The driving force behind the school's success is the very high quality of leadership provided by the senior leadership team and governors, supported by good leadership at other levels. The headteacher's leadership is outstanding and the complementary skills of the experienced deputy headteacher are outstanding which enable them to be an impressive team. All staff follow their lead and teamwork is an asset stressed by all in the school. One way in which everyone follows the headteacher's exemplary lead is to relate extremely effectively with all pupils, parents and, in particular, the local community. Partnerships are outstanding and totally focused on enhancing the experiences and outcomes for pupils.

The outstanding management at all levels is strongly committed to the continuing professional development of all staff, which is closely related to the school development plan. This is reflected in the ways that all staff have focused on the outcomes of the last inspection and enabled improvements in the consistency of teaching, and in particular the use of assessment. The school's self-evaluation is very effective. The excellent

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governing body is fully involved in this process and they bring a wide range of skills to bear as they act as critical friends, challenging decisions and requesting explanations where this is judged to be necessary.

The school is zealous in its efforts to promote equality and tackle discrimination. Everyone is valued and supported to achieve their best, irrespective of their social, faith or ethnic group. This is reflected in their outstanding achievement and personal development. Excellent attention is paid by managers at all levels to ensure the highest quality of safety and care for the pupils. Health and safety routines and risk assessments are firmly in place and carried out thoroughly and regularly, and all members of staff are well trained in child protection routines. Pupils' safety and well-being are paramount at all times, ensuring that the school is a very safe and supportive place to be. The contribution the school makes to community cohesion is excellent. A plan and clear actions are in place for promoting pupils' understanding from local, national and global perspectives. In particular, the school has excellent partnerships with parents, carers, the local Children's Centre, local businesses and other organisations.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

Children get off to a good start when they join the Nursery or Reception classes, because of the outstanding welfare provision that ensures they settle well. As one parent wrote after moving her child into Shinewater in Reception, 'We are not disappointed. He has settled in well and is enjoying school.' The staff, as well as the pupils in their own class and beyond, contribute to the children's feeling of safety and happiness when they start. The very good partnership between all adults promotes the



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extremely effective welfare and good day-to-day assessment. The leadership and management are excellent and have enabled significant improvements to be made since the last inspection.

The effective teaching and excellent support for children's welfare show that the Early Years Foundation Stage is clearly near to achieving the outstanding provision in the rest of the school. Children make good progress and do particularly well in their personal, social and emotional development. The adults are skilled at helping pupils to learn when they work with them directly in the class. Excellent relationships and clear planning underpin children's learning and enjoyment. Although there is a good balance between such directed activities and opportunities for children to choose activities for themselves, having to cater for the needs of the Year 1 children very occasionally fragments its overall effectiveness. Assessments of children's progress in adult-directed activities are good, and used well to plan further work. Children thoroughly enjoy learning in the outside area, but some activities there are not organised and monitored systematically enough to ensure that children are able to use their individual skills and interest to make maximum progress, and the equipment is used to the best effect.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

The majority of the relatively small number of parents or carers who returned the questionnaires, or those who spoke to the inspection team, were happy with the school. They consider that the school has a dedicated team of staff and that it has a very warm, supportive and friendly atmosphere. Although the majority feel their children make good progress, some were less sure. Inspection evidence confirms that pupils are making good, and, almost always, excellent progress. Parents and carers are particularly impressed with the pastoral support their children receive. Inspectors fully endorse these views. Inspectors do not agree with the very small number of parental criticisms with regard to how their child's particular needs are met. These, and all other comments, were shared and discussed with the headteacher.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shinewater Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 380 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	71	17	25	3	4	0	0
The school keeps my child safe	47	68	22	32	0	0	0	0
The school informs me about my child's progress	30	43	35	51	4	6	0	0
My child is making enough progress at this school	28	41	29	42	7	10	4	6
The teaching is good at this school	38	55	27	39	1	1	3	4
The school helps me to support my child's learning	31	45	35	51	1	1	2	3
The school helps my child to have a healthy lifestyle	33	48	33	48	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	41	33	48	3	4	3	4
The school meets my child's particular needs	28	41	32	46	8	12	0	0
The school deals effectively with unacceptable behaviour	33	48	32	46	2	3	1	1
The school takes account of my suggestions and concerns	28	41	34	49	2	3	3	4
The school is led and managed effectively	36	52	30	44	1	1	0	0
Overall, I am happy with my child's experience at this school	42	61	24	35	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



2 July 2010

Dear Pupils

Inspection of Shinewater Primary School, Eastbourne, BN23 8ED

I am writing to thank you all for making us so welcome when we came to the school recently. We did enjoy our visit. Yours is an outstanding school with many strengths, and we agree with what you told us  it is a really fun place to learn. Here is a list of some of the things that are really good about the school.

- The school looks after you extremely well and most of you make excellent progress in your learning.
- You behave very well, get along with each other and feel very safe in school
- You all have very good ideas on how to make things better and the teachers always listen to what you want.
- You really understand how to live healthily
- You find lessons interesting and really enjoy school.
- There are plenty of exciting things for you to do both in school and on visits and in clubs
- The headteacher and staff manage the school extremely well.

Even in outstanding schools there are some things that could be better. I have asked the teachers to make sure that in the coming year:

- those of you in the Nursery and Reception classes are given the best possible opportunities to learn, and in particular, be certain that you can use the outside area effectively.

You must all continue to listen carefully and take note of what your teachers say. This will help all of you to make excellent progress in your learning.

Finally, we would like to thank you once again for all your help. We wish you well in the future.

Yours sincerely

David Marshall

Lead inspector

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