

# Chailey St Peter's CE Primary School

## Inspection report

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<b>Unique Reference Number</b>	114495
<b>Local Authority</b>	East Sussex
<b>Inspection number</b>	338380
<b>Inspection dates</b>	16–17 September 2009
<b>Reporting inspector</b>	Kevin Hodge

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>	All-through
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	121
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kirstine Bowen
<b>Headteacher</b>	Gillian Morrow
<b>Date of previous school inspection</b>	4 November 2006
<b>School address</b>	East Grinstead Road North Chailey Lewes East Sussex BN8 4BD
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons, and held meetings with the chair of governors, staff and groups of pupils. They observed the school's work, and looked at the school's documentation and 43 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following: how well the school is promoting pupils' skills in writing and mathematics the extent of pupils' appreciation of those with differing backgrounds and cultures represented nationally and globally how well staff are managing subjects within the curriculum to promote pupils' achievement and enjoyment.

## Information about the school

This is an average sized school with pupils from the local village and wider surrounding area. Most pupils are from White British families, and only a very few are from minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is above average, reaching two thirds in some year groups. Their needs include academic, emotional, social, and behavioural difficulties. An above average number of pupils join or leave the school other than at the normal times of the year. There is a pre-school club attended by a small number of pupils each day. The school has a number of awards reflecting its commitment to promoting pupils' healthy and active lifestyles. Children in the Early Years Foundation Stage are within a Reception class, with most currently attending for the morning session only. Two newly qualified staff joined the school at the start of the term and Year 6 had a temporary teacher covering the short-term absence of the permanent member of staff. There is an onsite playgroup which is not managed by the governing body.

**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?**

**2**

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

**2**

## Main findings

Chailey St Peters is hitting the 'right notes' in many areas of its work and is excelling in some. The school's success is appreciated by the vast majority of pupils and parents. The children feel valued and behave extremely well; their ideas make a visible and effective difference. They feel extremely safe as the school cares for them so well. Not surprisingly, this means that pupils really enjoy school, get stuck in to their lessons and achieve well. Pupils' comments to inspectors, both in person and recorded in the inspectors' questionnaires, highlight the many things they enjoy. One said that 'the school is fantastic ' I love it', which reflected the feeling of nearly all those that responded. Their confidence has grown considerably, so has their learning and their enthusiasm.' This parent's view is typical of the vast majority who commented. Much of this enthusiasm can be linked to the excellent support, guidance and good teaching which enable all pupils, particularly those who are vulnerable or have special educational needs and/or disabilities, to enjoy their learning. Children get off to a happy, secure start in the Early Years Foundation Stage and grow in confidence as they move through the school. The school looks closely at how pupils' academic, social and emotional needs develop and knows what it needs to keep working at to improve even more. Pupils' writing skills, particularly their factually based writing and its use within other subjects, are the right focus for improvement. Recent efforts are beginning to bear fruit and have raised pupils' confidence, particularly in their creative writing. Current work reflects the improving picture, particularly in mathematics where pupils develop confident number skills. By the time they leave school, pupils reach broadly average standards in their academic work. Some achieve above average levels. Checks on their current progress indicate they are on course to improve further this year. Pupils contribute well to the school's smooth running, such as their 'anti-bullying agency' initiative, which is spoken of highly by pupils. They make a good contribution to local community events and celebrations. Recent links with a school in the Gambia are widening their horizons, although their knowledge of the range of cultures and beliefs found nationally is a weaker aspect of their understanding. Underpinning the drive to foster school improvement, maintain its popularity and help every child reach their potential are the combined efforts of the headteacher, staff and governors. Their good teamwork is a key factor in building the school's improvement culture and family ethos. The senior leaders' ability to diagnose and remedy aspects such as pupils' weaker writing skills, subject leadership and environmental improvement, result in their generating sensible priorities to achieve enhanced results. This, combined with excellent arrangements to gain feedback from parents and pupils ' via regular use of questionnaires ' reflects the school's good capacity to improve further.

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

- Improve pupils' confidence and ability in writing, particularly factual writing, by: using initiatives such as drama activities during the coming year to help boost their confidence to express themselves accurately in their writing develop more opportunities during the coming academic year for them to write regularly within other subjects increase the day-to-day support for those in particular year groups who have difficulties in writing confidently. Extend pupils' awareness of people who have different beliefs and backgrounds represented in the United Kingdom by: developing the newly formed link with a school in Belfast considering, in the next academic year, fostering links with a contrasting school within travelling distance so that pupils can gain some first-hand experience of meeting pupils from different cultures.

## Outcomes for individuals and groups of pupils

2

Pupils reach broadly average standards in their academic work and their excellent behaviour helps them to achieve well. Their attainment varies according to their levels of ability when they start school. These are often below, and sometimes well below, those expected. Children's good grounding in the Early Years Foundation Stage, particularly in their social and emotional development, aids their smooth transfer into Year 1. This results in thoughtful, mature and well-behaved pupils who feel confident to move to their next stage of education and beyond. Pupils enjoy activities in class. The youngest pupils in Reception work together well, and older pupils in Years 3 and 4 enjoyed writing sentences for comic strips based on the adventures of Doctor Who. Year 6 pupils enjoyed the challenge of trying to speak in front of the class for one minute without hesitating. While pupils' mathematical and scientific skills have improved this year, their factual writing ability is not as advanced. The very few pupils from minority ethnic backgrounds also achieve well as they are well supported and integrate with others happily. Pupils with special educational needs and/or disabilities make excellent progress, particularly those with severe emotional and social needs. This also helps them achieve well in their academic work. The school environment is safe and staff ensure each child feels unique. Pupils report that they feel extremely safe due to initiatives such as the 'anti-bullying agency' and the excellent care they receive. This gives them the confidence to work independently and willingly. A pre-school club and after-school clubs help foster the pupils' social skills and promote good activity levels. Pupils say they 'like school staff and fellow pupils are kind' and that they 'know what to do if other pupils are unkind'. The school council, peer mediators and play leaders all help the school's smooth running, promote excellent behaviour and keep up activity levels at playtimes. Pupils know a lot about healthy eating, but confide that eating fruit and vegetables in the right quantity is sometimes hard!

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
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>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The pupils' view that lessons are fun is borne out by their enthusiasm in lessons. Teaching, which is typically good, promotes engaging activities. While teaching is usually of good quality, there are sometimes missed opportunities to promote their writing skills in activities; and, in a number based activity, not all pupils understood the concept of 'rounding up', which wasn't picked up by the teacher. Although most pupils know what they are trying to learn, in one lesson, not all pupils understood what the term 'success criteria', which was used by teachers, actually meant. This is confusing for some. Less experienced members of staff are settling in well and are beginning to get into their stride to keep pace with more experienced colleagues. The children in the Early Years Foundation Stage settle in well because the staff have a sensitive approach to their welfare. Pupils appreciate the school's approach to planning the curriculum through 'learning journeys'. The curriculum incorporates a good balance of different subjects such as science, history, and information and communication technology. This approach is now under review and is being reorganised around 'areas of learning', but it is not fully up and running yet. Pupils say they feel involved in lesson activities and give feedback on how teaching 'feels' from their perspective. Marking of pupils' work is of good quality. Pupils know their targets and how they can improve their work, which is resulting in them making better progress in their mathematics, for example. The progress of pupils with special educational needs and/or disabilities can be pinned down

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<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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to several factors. First, the school identifies their needs rigorously, and, second, it involves a wide range of agencies and external help to boost the expertise found in the school. Lastly, the school has maintained a culture of care and support so that those who are having emotional difficulties stand a much better chance of getting back on track so they can learn more effectively. Parents and pupils are rightly impressed with the school's excellent levels of support, guidance and care. Pupils benefit from detailed planning for their needs, and they take an active part within lessons as adult helpers support them skilfully. Those needing high levels of emotional or social support are provided for well, aided by good identification of their needs and by skilful teaching assistants. The high proportions of pupils needing help in some classes, while they have been identified, do not always have as much help planned for them as they could have. The interesting and varied curriculum helps enthuse pupils, whilst basic skills are taught systematically. Pupils also benefit from trips away from school and a residential visit, which they enjoy. Many visitors, including members of the local clergy, local conservation group and secondary school, help enrich class-based activities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Senior leaders are effective and not complacent. Since the last inspection, the school has fostered pupils' creative writing skills and helped develop their awareness of their own learning, and learning assistants now play a much greater part in supporting specific pupils in class. Senior staff work together well in this respect to ensure weaker areas are remedied and this reflects their good capacity to improve further. Teaching is monitored regularly and new members of staff say they are well supported, which also reflects the school's desire to build capacity for future improvement in teaching. New arrangements for staff to manage subjects are in place but it is too early to say if these are effective. The increased profile of information and communication technology reflects the school's desire to keep pace with innovation, and the school's level and quality of self-evaluation generate sensible priorities for improvement. Parents and pupils have an extremely high level of engagement in this process of influencing school improvement. Senior leaders, staff and governors promote extremely high levels of care, which particularly benefits pupils with special educational needs and/or disabilities. This also ensures that differences between pupils are minimised so that all achieve equally. Senior leaders promote good levels of community cohesion, particularly in relation to

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pupils' involvement in the school and the local community. Pupils' awareness of global issues and lifestyles is enhanced by links with a school in the Gambia. Their knowledge of the different cultures and beliefs represented in the United Kingdom is not well developed, and their link with a school in Belfast is too new to have been beneficial. Governors support the school well. They have a good overview of the school's direction and the priorities which they help formulate. Their day-to-day knowledge of what goes on, informed by visits, reports and meetings with staff, enable them to be an effective 'critical friend'. This adds to the school's good capacity for future improvement. Their knowledge and promotion of safeguarding is good, and is very effective in ensuring that all pupils feel safe and that their emotional and social needs are met.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enjoy their new school, following new routines and making new friends and are sorry that they cannot be in school all day! Although children are still settling in, they enjoy those things planned for them. Due to consistently good provision, they often reach average levels when they enter Year 1, but this has varied, as those joining in the past have had low levels of ability on entry. Children like carefully constructing simple railway layouts, use simple computer activities and improve their manipulation skills with wooden shapes made into pictures. Others speak clearly when explaining what they are doing. Nearly all children behave well and willingly share resources, despite being new to school. Confident teaching, aided by a well-briefed teaching assistant, ensures that children often make good progress. Occasionally, in the activities observed, teachers



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spent a little too much time directing one activity, rather than circulating to all activities to extend their particular value. Staff are effective at assessing children's personal needs and in turn provide good pastoral care, which helps settle new arrivals and develop their confidence in a short time. Children have access to an outdoor area and resources for learning. Although it is comparatively small, children enjoy using it, particularly looking at their long ribbons blowing in the wind. The school is considering extending the activity area so that older pupils can also have access to it. Leadership and management are good. The school establishes good links with parents very quickly and this ensures children have the best start they can.

*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	2

**Views of parents and carers**

There was a good response to the Ofsted parental questionnaire. There were 43 replies. The vast majority of parents highlighted their appreciation of the school's caring ethos, a recurring theme in the responses. Most parents said their children enjoyed school, and comments like 'my child has grown in confidence' and 'they picked up upon my child's special need very quickly' were typical of many. This confidence in the school's effectiveness was confirmed during the inspection. A very small number of responses pointed to possible improvement, including pupils' basic skills, communication and Year 1's class size. The inspectors found that pupils generally achieve well in basic skills, but that writing skills could be improved further. The school sought the views of parents often and had responded to parents' wishes that they receive hard-copy, rather than electronic, letters home. During the inspection, no evidence was seen to suggest that the slight increase in class size in Year 1 was adversely affecting the pupils' progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Chailey St Peters 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 12 statements about the school. The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 121 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	70	12	28	1	2	0	0
The school keeps my child safe	26	60	16	37	0	0	0	0
The school informs me about my child's progress	19	44	22	51	0	0	0	0
My child is making enough progress at this school	21	49	19	44	1	2	0	0
The teaching is good at this school	24	56	16	37	0	0	0	0
The school helps me to support my child's learning	22	51	19	44	1	2	0	0
The school helps my child to have a healthy lifestyle	24	56	16	37	0	0	0	0
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)	20	46	18	41	1	2	0	0
The school meets my child's particular needs	21	48	20	46	0	0	0	0
The school deals effectively with unacceptable behaviour	25	58	14	32	0	0	0	0
The school takes account of my suggestions and concerns	19	44	20	46	0	0	0	0
The school is led and managed effectively	24	55	17	39	2	4	0	0
Overall, I am happy with my child's experience at this school	25	58	18	41	0	0	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



18 September 2009 Dear Children Inspection of Chailey St Peters CE Primary School, Lewes, BN8 4BD I am writing to let you know about the findings from the inspection we carried out recently. The vast majority of your parents and carers agree with us that yours is a good school. It helps you feel part of a big family where you feel very safe and happy. Here are some of the things we found out: All of you work hard and the quality of your learning and progress is good. Some of you achieve above average results in your work. The youngest children have settled in well and seem to be enjoying their new school. Your behaviour is good and sometimes excellent. You really like keeping active at playtimes, during lessons and in your after-school clubs. The range of things you get to do is good and we enjoyed looking at your 'learning journey' work. The school really helps those of you who sometimes feel a bit sad or scared or find work difficult, and cares for everyone brilliantly. Your 'anti-bullying agency', peer mediators, play leaders and school council really help to make the school run smoothly. The teaching is good and teachers really help you to enjoy lessons with exciting work. We have asked the school to do a couple of things to help it improve further: give you more help with your writing, particularly when you have to write about factual things or within different subjects help you learn more about people and places in the wider United Kingdom today. You can help your teachers by keeping up your good behaviour and your 'anti-bullying agency' initiatives, and by finding out other ways to help the school improve. Yours faithfully Kevin Hodge Lead inspector

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