

Guestling Bradshaw Church of England Primary School

Inspection report

Unique Reference Number	114551
Local Authority	East Sussex
Inspection number	367403
Inspection dates	16–17 May 2011
Reporting inspector	Derek Watts

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Maria Benford
Headteacher	Carolyn Weston
Date of previous school inspection	4 June 2008
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors, who observed 18 lessons or part lessons taught by eight different teachers. The inspection team examined the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. They held discussions with the headteacher, staff, members of the governing body and pupils. The inspectors analysed 91 questionnaires completed by parents and carers and others by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of the provision for outdoor learning in the Early Years Foundation Stage. effectiveness of the provision for outdoor learning in the Early Years Foundation Stage.
- The extent of pupils' progress in Key Stage 2. pupils' progress in Key Stage 2.
- The school's actions to raise girls' attainment in mathematics. to raise girls' attainment in mathematics.
- How well assessment information is used to plan teaching and to match tasks to pupils' different needs.
- How well all leaders and managers systematically evaluate performance and take effective action to bring about improvement. all leaders and managers systematically evaluate performance and take effective action to bring about improvement.

Information about the school

This is a slightly smaller-than-average primary school. Almost all of the pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils known to be eligible for free school meals is also average. A breakfast club is run by the school and the governing body and this was part of the inspection. Since the last inspection, the school has experienced some teacher absences and changes of staff, particularly in Key Stage 2. The staffing of the school has been more settled recently. During the past two years, a higher-than-usual number of pupils have joined the school in Years 5 and 6.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory education for its pupils. Pupils' achievement is satisfactory. Attainment and progress in Key Stage 2 are improving after a period of decline. There are various good aspects of the school's work. Good care, guidance and support contribute well to pupils' personal outcomes. Pupils' good spiritual, moral, social and cultural development is reflected in the consideration and support shown for others. Behaviour is consistently good in lessons and around the school. Pupils feel safe and show a good understanding of how to lead a healthy lifestyle. Community cohesion is promoted well and pupils make valuable contributions to the school and to the wider community. Interesting links are developing with schools in the United Kingdom and abroad.

Improvements to the Early Years Foundation Stage mean that children get off to a good start, and make good progress in most areas of learning. After the last inspection, Year 6 attainment dipped from above average to below average. Teacher changes and pupils joining the school later than is usual, with lower attainment, contributed to this decline. By contrast, Year 2 attainment has steadily improved to above average. The school is taking effective action to accelerate pupils' progress in Key Stage 2. Provision for writing has been extended and more problem-solving work is having a positive effect on pupils' learning in mathematics. The gap between girls' and boys' attainment in mathematics is narrowing. In the current Year 6, attainment is broadly average, but not enough pupils are reaching the higher Level 5. Pupils' overall progress is satisfactory. Those pupils with special educational needs and/or disabilities make good progress because of the well-targeted guidance and support they receive.

Teaching has improved with a more settled staff, but some inconsistencies remain. Teachers establish good relationships with pupils and manage them well. In the most successful lessons, learning is sharply focused, pupils are challenged and inspired and their learning maintains a good pace. In a few lessons, the purpose is not sharply focused and activities are not sufficiently well tailored to pupils' different needs, particularly the more able. A well-planned curriculum is enriched with a good range of additional activities.

The headteacher, with her staff, has successfully created a positive, safe and welcoming school atmosphere. Good partnerships have been established with parents and carers and other agencies. The school identifies what it does well and has taken positive action to bring about needed improvements. However, self-evaluation is not always linked accurately to Ofsted's criteria for the inspection of schools and, as a result, the school judges some aspects of its performance to be better than they are. Improvements to the Early Years Foundation Stage, to Year 2 attainment and recent action to improve performance in Key Stage 2 demonstrate a satisfactory capacity to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Improve the consistency of teaching and further raise attainment by the end of Year 6 to above average by ensuring in all lessons:
 - learning intentions are sharply focused
 - assessment information is used consistently well to match tasks to pupils' different abilities and needs
 - the more able are consistently challenged so they reach higher levels.
- Ensure senior leaders appraise the school's performance against Ofsted's criteria for the inspection of schools.

Outcomes for individuals and groups of pupils

3

Children enter the Early Years Foundation Stage with levels of knowledge and skills broadly as expected for their age. They make good progress in most areas of learning.

Throughout the school, pupils enjoy the activities provided and show positive attitudes to learning. They spoke enthusiastically about their learning and their time at school. They told the inspectors, 'School is a lot of fun,' and, 'We like working with our friends and sharing ideas.' Most pupils make satisfactory progress. Past assessments indicate that the boys perform better than the girls in mathematics, but effective steps are being taken to tackle this issue. In the lessons seen, boys and girls progressed at similar rates.

In a number of lessons observed, pupils made good progress in applying speaking and listening skills, particularly when discussing their learning in pairs. In others, opportunities for discussion were missed. Pupils enjoy reading the wide range of books available. Pupils write for a range of purposes and in different styles. Punctuation and spelling are not always accurate, but these are improving. In some cases, the writing from the more able lacks detail and depth.

There are some examples of good investigative and practical opportunities in mathematics and science across the school. For example, in a Year 6 mathematics lesson, pupils planned and costed a journey from Hastings to Rome. They applied their knowledge of the 24-hour clock and planned their journey by train and air. They carefully considered the cheapest and most convenient route as well as building in hotel accommodation. Throughout the school, pupils use information and communication technology (ICT) well to support their learning. For example, pupils in Year 2 used word processing effectively to draft and edit their Lighthouse Keeper's story.

Pupils make good progress in most areas of their personal development. In assembly, they reflected on the importance of asking for help when needed and giving help to others. Through their lessons and links with other schools, pupils show a good understanding of different cultures and faiths. They choose healthy foods and participate well in a range of physical activities. Pupils feel well cared for at school and are confident that there are always trusted adults they can turn to if they need support. Pupils willingly take on additional responsibilities such as serving on the school council. They support those less fortunate than themselves by raising funds for a range of appeals and charities. Pupils are reasonably well prepared for their future lives and education. Their personal and social

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skills are well developed and they are making satisfactory progress in acquiring and applying literacy and numeracy skills. Attendance levels are average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is improving, with examples of good and outstanding practice. An outstanding mathematics lesson was seen in Key Stage 2. However, inconsistencies remain. Teachers are successful in creating a positive classroom atmosphere. Instructions and explanations usually promote learning well. Questioning is used effectively to check pupils' understanding. However, in some lessons, activities and tasks are not sufficiently challenging for all as assessment information is not used consistently well to plan teaching. On occasions, the more able do not tackle extension tasks soon enough. Teaching assistants are well deployed and provide clear guidance and support for pupils who need it. They make a valuable contribution to the good progress made by pupils with special educational needs and/or disabilities. Most pupils know how well they are doing and what they need to improve because they are set clear learning targets in writing and mathematics. The marking of pupils' work is mostly effective. Good work is recognised and constructive comments guide improvement.

The curriculum contributes well to pupils' personal development and a range of initiatives have been implemented to improve pupils' progress in English and mathematics. Links between subjects add meaning and relevance to pupils' learning. Visits and visitors further

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enrich the curriculum. Popular clubs include badminton, dance, drama, football, gymnastics, gardening and tennis.

Care, guidance and support are at the heart of the school's ethos. Adults in the school know the pupils well and establish good relationships with them. Pupils, parents and carers appreciate the caring and safe environment provided. Pupils with special educational needs and/or disabilities are carefully assessed and are provided with the support they need. In partnership with other agencies, the school is successful in supporting pupils and their families who need additional help. The school has effective strategies to monitor and promote attendance. A well-organised breakfast club provides a good start to the day.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers are effectively promoting good care and good personal outcomes for pupils. There have been good improvements to the Early Years Foundation Stage provision and to attainment by the end of Year 2. The school's performance at Key Stage 2 has been through a period of decline. Well-focused improvement planning and a more settled teaching force are having a positive impact in this area. Leaders of English, mathematics and special educational needs are planning an effective role in driving improvement. The school has effective procedures for the monitoring and development of teaching. Most of the teaching seen during the inspection was good, but this has not been the case over time.

Members of the governing body are supportive and have a clear understanding of the school's strengths and priorities for improvement. The governing body fulfils its statutory duties. Safeguarding is given good attention. Policies and procedures to protect and safeguard pupils are of a good quality and are reviewed on a regular basis. All staff are well trained in safeguarding and safe practices are promoted effectively through the school's teaching and curriculum.

Equality of opportunity is promoted satisfactorily. Discrimination is tackled very well. However, improvements to the performance of pupils from different groups have not been sustained over a significant period. The school has a good understanding of the community it serves and promotes community cohesion well. Pupils' understanding of the cultural diversity within the United Kingdom is being developed well through a partnership with a primary school in Hastings. Pupils are gaining a good knowledge of global issues as different classes develop links with countries around the world.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good leadership and planning have resulted in considerable improvements to this setting since the last inspection, particularly the outdoor area. Children settle quickly because of good induction arrangements, including home visits. Partnerships with parents and carers are positive and productive. Children make good progress in their personal, social and emotional development because of the strong relationships between adults and children and the considerable attention given to care, guidance and welfare. Children feel safe, secure and grow in confidence.

Children thoroughly enjoy the activities provided. These are well planned around exciting themes such as 'Animals' and 'Traditional Rhymes and Stories'. Children are well taught and make good gains in their learning. Assessment and record keeping are effective. Each child has a 'learning journal', a clear record of their progress and learning experiences. Assessment information is used well to plan teaching and the curriculum. There is an effective balance of adult-led activities and those chosen by the children. Children have good opportunities to explore, be creative and work independently.

Children make good progress in their language development because speaking and listening are effectively promoted through most activities. Early reading skills are less strong than other areas of learning, but steps are being taken to tackle this issue. Children have good opportunities to acquire and practise numeracy and writing skills. The spacious and well-resourced outdoor learning area successfully encourages children to be active and purposeful learners. In the outdoor cafe, children served visitors with sandwiches and drinks. They accurately totalled the cost of items. Another group investigated a ball travelling down a long piece of guttering. They make good progress in testing their ideas to make the ball travel faster.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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

Most parents and carers who returned questionnaires are happy with their children's experience at the school. They are particularly pleased with their children's safety in the school, the quality of teaching, their sense of enjoyment and the support given to help their child's learning. These positive views mainly reflect the findings of the inspection. Teaching is improving, but has not been consistently good over time. As a result, the progress of most pupils is satisfactory rather than good. A few parents and carers expressed concerns about how the school deals with unacceptable behaviour. Inspectors found that most pupils are well behaved most of the time and the school has appropriate procedures for dealing with any unacceptable behaviour that may occur.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Guestling Bradshaw Church of England 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 91 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	57	36	40	3	3	0	0
The school keeps my child safe	64	70	27	30	0	0	0	0
My school informs me about my child's progress	41	45	47	52	2	2	0	0
My child is making enough progress at this school	44	48	42	46	5	5	0	0
The teaching is good at this school	55	60	32	35	2	2	0	0
The school helps me to support my child's learning	47	52	40	44	3	3	0	0
The school helps my child to have a healthy lifestyle	49	54	37	41	2	2	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)	39	43	42	46	3	3	0	0
The school meets my child's particular needs	44	48	42	46	4	4	0	0
The school deals effectively with unacceptable behaviour	34	37	40	44	10	11	1	1
The school takes account of my suggestions and concerns	41	45	41	45	3	3	2	2
The school is led and managed effectively	47	52	38	42	6	7	0	0
Overall, I am happy with my child's experience at this school	56	62	31	34	4	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



17 May 2011

Dear Pupils

Inspection of Guestling Bradshaw Church of England Primary School, Hastings, TN35 4LS

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We thoroughly enjoyed our visit. Guestling Bradshaw is a satisfactory school. There are some good features.

These are the main strengths.

- You thoroughly enjoy school.
- Children in the Early Years Foundation Stage get off to a good start and make good progress.
- Pupils who need additional help are making good progress.
- A good range of learning activities is provided including clubs, visits and visitors. You get on well with each other and your behaviour is good.
- You have a good understanding of how to keep healthy and fit.
- You feel very safe at school because teachers and other adults take good care of you and provide good guidance and support.
- You make good contributions to school life and to the wider community.
- The school has formed good partnerships with parents, carers and other people who support your learning.

We have given your school a few points for improvement.

- Some of you could make more progress in lessons. We have asked teachers, in some cases, to ensure that the purpose of the lesson is clear and to match the work more carefully to your abilities, especially for those those who find learning easy.
- Senior leaders should check how well the school is doing against the success criteria for the inspection of schools.

All of you can help by continuing to work hard. We wish you all the best for the future.

Yours sincerely

Derek Watts

Lead inspector

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