

Pevensey and Westham CofE Primary School

Inspection report

Unique Reference Number	114519
Local Authority	East Sussex
Inspection number	357563
Inspection dates	22–23 June 2011
Reporting inspector	Melanie Knowles HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Mike Trotter
Headteacher	Janice Gott
Date of previous school inspection	25 June 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 18 lessons taught by 13 teachers. An inspector also undertook a learning walk in the Early Years Foundation Stage to look at provision for free-flow play and spoke to a number of parents and carers at the start of the school day. Meetings were held with senior leaders, a member of the governing body and pupils. Inspectors observed the school's work, and looked at relevant documentation, including data on pupils' attainment, progress and attendance, and evidence of the school's monitoring, and lesson plans. Inspectors considered the 162 responses to the parents and carers' questionnaire issued during the inspection. They also analysed questionnaires completed by pupils in Key Stage 2 as well as those completed by members of staff.

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

- How well leaders and managers at all levels contribute to raising standards, driving improvement and embedding ambition.
- How effective the quality of teaching is in ensuring rapid progress for all groups.
- The current levels of attainment and progress and whether they are improving.
- How well the school has addressed the issues from the previous inspection.

Information about the school

Pevensey and Westham is a larger than average primary school, situated in the village of Westham outside Eastbourne. It draws pupils from the village and also the wider area. A very large majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils who have special educational needs and/or disabilities has decreased in recent years and is below average. Most of these pupils have specific learning difficulties or moderate learning difficulties. The number of pupils who have a statement of special educational needs is below average. The present headteacher joined the school in January 2009.

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

Pevensey and Westham Primary School has made significant improvement in key aspects of provision and outcomes since the previous inspection, particularly in the last year, and is now providing a good standard of education for its pupils. Pupils are happy and behave well, and teachers and support staff work as a cohesive team to provide a good level of care, guidance and support for them. Pupils get on well with each other, are enthusiastic about their learning and keen to do well.

In the previous inspection, attainment in mathematics and writing was judged to be below average. High quality professional development for teachers, better use of assessment information and improved day-to-day teaching have resulted in a steady rise in attainment in mathematics so that this is now broadly in line with the national average. Pupils say that they enjoy learning mathematics and that their teachers make learning fun. There is clear evidence that the school's focus on raising standards in writing is also having an impact on raising attainment in this area, though school leaders are aware that this is not yet consistent across every year group. The school has ensured that the curriculum meets the needs and interests of all pupils and that there is a purpose for writing. Teachers' assessments, pupils' books and work seen in lessons show that rates of progress are accelerating and that most pupils are making good progress in all areas of their learning, with some making outstanding progress.

Systems for tracking progress are robust and school leaders and class teachers assess the performance of all pupils regularly. If there is underachievement, they take decisive action. Rigorous monitoring, coupled with high quality feedback on areas for development, has resulted in improvements in the quality of teaching, so that it is now good overall. Teachers plan a variety of activities in English and mathematics lessons to meet the varying needs of their pupils, but this practice is not as widespread in other curriculum subjects. School leaders have also identified that greater use of focused group work in lessons would enable teachers to work with pupils on individual learning targets.

Relationships with parents and carers are mainly positive, though a small minority of parents and carers expressed the view in their responses to the Ofsted questionnaire that school leaders were not approachable enough. The school has worked to enhance the involvement of parents and carers of pupils with special educational needs and/or disabilities in their children's learning by involving them in the writing of individual education plans and holding regular consultation meetings. 'Open Learning' afternoons allow all parents and carers to come to school and see their children's work.

Since the last inspection, most of the leadership team has changed. It is clear that the whole team has a strong sense of purpose and ambition and is making a contribution to securing improvement. Senior leaders are well supported by an active and involved governing body. The school improvement plan is based on rigorous self-evaluation and

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has appropriate targets and clear lines of accountability, though it lacks clear timelines and milestones to support school leaders and governors in checking the progress of the plan during the year. The achievements since the last inspection indicate that the school has good capacity for sustained improvement.

What does the school need to do to improve further?

- Further develop the use of assessment for learning by:
 - ensuring that teachers' planning in subjects other than English and mathematics consistently meets the varying needs of pupils
 - developing the use of guided group work, particularly in reading and writing.
- Develop the school's communication with parents and carers so that:
 - all parents and carers feel comfortable in approaching senior leaders
 - parents and carers' involvement in children's learning is enhanced.

Outcomes for individuals and groups of pupils

2

Pupils' achievement and their enjoyment of learning are good. Many children enter Reception with attainment levels that are broadly in line with typical expectations in personal and physical development, but with language and mathematical skills that are below those expected for their age. Until recently, children tended to make satisfactory progress in Reception and joined Year 1 with broadly similar strengths and weaknesses in their attainment. However, improvements in the provision for children in the Early Years Foundation stage have led to good progress towards the early learning goals in the Reception classes this year. Elsewhere in the school, rates of progress have improved in English and mathematics and this is leading to a rise in attainment which is particularly notable in Key Stage 1. The school has reviewed its additional support programmes to ensure that provision for pupils with special educational needs and/or disabilities is effective. School tracking suggests these pupils also make good progress overall. Strategies to engage boys and improve their achievement in English, such as providing a range of relevant engaging activities and maintaining a brisk pace to lessons, are paying dividends.

Pupils' spiritual, moral, social and cultural development is good. These aspects of development are underpinned by the school's caring ethos and its church foundation and are effectively supported by a programme of school visits and visitors. Pupils contribute well to the local community and regularly raise funds for good causes. They say they feel safe at school and that they know what to do and who to go to if problems arise. Older pupils work as school monitors and play leaders. Pupils have a good understanding of how to live healthy lives and engage in plenty of exercise at playtimes; many pupils take part in additional sporting clubs.

Pupils are developing the wider skills and personal qualities needed to equip them for the world of work. They are confident users of information and communication technology and show that they can work purposefully on their own or in collaboration with others. The use of 'talk partners' in lessons fosters good cooperation. Levels of attendance are above average and punctuality is generally good.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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	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	2
Taking into account:	
Pupils' attendance ¹	2
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?

Much of the teaching at Pevensey and Westham is characterised by energy, pace and enthusiasm. Teachers generally demonstrate good subject knowledge and have very positive relationships with their pupils. Staff have fostered a 'have-a-go' culture where it is all right to make mistakes and learn from them and they encourage pupils to be self-critical and resilient. This was evident in a Year 6 lesson, where pupils persevered in their attempts to create poems using imagery and were willing to try out ideas, share them and accept constructive criticism from their peers. Teachers plan their lessons carefully, particularly in English and mathematics, and make imaginative use of resources, including the interactive whiteboards and visualisers. All classrooms have 'working walls' to support current learning in English and mathematics, but the prompts are sometimes too small to be read by pupils while they are at their desks. There is a good balance between teacher-directed and independent work in most lessons and a good level of pupil involvement in whole-class lessons. The support of teaching assistants is well focused when they are working alongside individual learners or with small groups, but is less so in whole-class sessions when the teacher is directing the learning.

In all lessons observed during the inspection, teachers made learning intentions clear and some shared criteria with the pupils so that they knew what they had to achieve and could judge their own success. Teachers make good use of progression statements to set

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targets for pupils in English and mathematics, and pupils are clear about their next steps in learning. Marking of written work is generally thorough, particularly in English, and pupils say it gives them good guidance on what they need to improve.

Curriculum development has been a focus since the previous inspection. There are meaningful links between subjects and more opportunities for pupils to practise writing. Enrichment opportunities are being carefully matched to each theme to give pupils memorable experiences and enhance learning. Pupils talk with enthusiasm about themes such as 'dragons', when they made dragons out of clay, created different geographical environments for their dragons and then wrote stories about them. There is evidence that the new curriculum is contributing to the improved progress that pupils are making in their learning.

The school provides good care, guidance and support to all its pupils. There is especially effective support for pupils who face challenging personal circumstances. The school has effective partnerships with external agencies that provide additional expertise. There are numerous examples of how the personalised care at Pevensey and Westham has helped pupils to develop their confidence and overcome barriers to learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

Senior leaders articulate a clear and ambitious vision for the school that is shared by middle leaders, governors and, increasingly, by teaching and support staff. School leaders at all levels demonstrate a high level of commitment and they work as an effective team. Efforts to improve the quality of teaching have been concerted and effective. Lessons across the school are observed regularly and there is also a regular cycle of planning and workbook scrutiny. Senior leaders give clear oral and written feedback to teachers following lesson monitoring and teachers are given clear targets for improvement.

Governors give good support and challenge to school leaders and are influential in determining the strategic direction of the school through the school plan working party. They have a high profile in the school and regularly attend school functions. Governors have undertaken self-evaluation and have attended relevant training to develop their collective knowledge. They are well informed and are in a good position to be able to monitor the work of the school effectively. School leaders and governors ensure that arrangements to keep pupils safe are good and are well understood by staff. The school promotes equality of opportunity well and ensures that all pupils are fully included in all that the school has to offer.

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The school has well-established links with the Church School Partnership and works closely with other schools, including local secondary schools. Workshops for gifted and talented pupils and the sport and games opportunities provided by the school sports partnership have enhanced provision for pupils. The school's involvement in the 'Achievement for All' project with a network of local schools has led to improved provision for pupils with special educational needs and/or disabilities and their families.

The school is aware that pupils may have limited experience of a range of cultures and works hard to develop pupils' knowledge and understanding of national and global diversity. As an International School, the school has productive links with schools around the world, for example in Turkey and Japan, and supports trainee teachers from other countries. Links have also been developed with a school that serves a diverse community in the United Kingdom.

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	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

Outcomes for children in the Early years Foundation Stage have improved considerably over the last year. This is because staff have become more expert in making assessments and are using this information more effectively to provide activities for children that are closely matched to their learning needs. Data collected over the Reception Year show that children have made particularly good progress in learning letters and sounds and calculating this year.

Provision in the Early Years Foundation Stage is good. Staff work closely together in supporting all children, and there are good relationships with parents and carers. The learning environment in the Reception classrooms is bright, welcoming and stimulating and children work and play together harmoniously. The outside area is well resourced and used effectively, but staff are aware that there is scope to develop this further so that the

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outside space is as exciting and engaging as the inside. There is an interesting range of activities on offer that excite and motivate the children, and the adults use skilful questioning to deepen children's knowledge and understanding. For example, children were enjoying acting out and retelling a story with adult support and playing in the train station role play area, learning about money by buying tickets.

Leadership and management of the Early Years Foundation Stage have improved and are now good. The sharp focus on developing early knowledge of letters and sounds has led to more children reaching age-related expectations in this area. The school has worked hard to improve transition from its many feeder pre-school settings by visiting children in their homes and encouraging parents and carers to come for a story-time session with their children before they join the Reception class.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

A very large majority of the parents and carers who returned the questionnaire believe that their children enjoy school and almost all feel that the school keeps their children safe. Most parents and carers also feel that teaching is good and that the school meets their children's needs, and agree that their children are making enough progress. A small minority of parents and carers believe that the school does not deal effectively with unacceptable behaviour. Inspectors saw good behaviour in almost all lessons and at break times and found that staff apply school behaviour management policies consistently and effectively. A few parents and carers believe that the school does not take account of their suggestions and concerns and are concerned that their children are not making enough progress at the school. A small minority of parents and carers who returned the questionnaire did not believe the school was led and managed effectively. They commented that they found it difficult to approach school leaders if they had a concern. Inspectors have asked the school to improve this area of its work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pevensey and Westham CofE 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 162 completed questionnaires by the end of the on-site inspection. In total, there are 416 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	41	71	44	9	6	4	2
The school keeps my child safe	87	54	70	43	2	1	1	1
My school informs me about my child's progress	50	31	94	58	15	9	2	1
My child is making enough progress at this school	49	30	93	57	13	8	2	1
The teaching is good at this school	60	37	81	50	14	9	1	1
The school helps me to support my child's learning	47	29	93	57	17	10	2	1
The school helps my child to have a healthy lifestyle	57	35	92	57	11	7	2	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)	44	27	81	50	21	13	1	1
The school meets my child's particular needs	49	30	95	59	9	6	2	1
The school deals effectively with unacceptable behaviour	38	23	78	48	26	16	14	9
The school takes account of my suggestions and concerns	40	25	86	53	24	15	4	2
The school is led and managed effectively	36	22	70	43	36	22	12	7
Overall, I am happy with my child's experience at this school	55	34	86	53	16	10	4	2

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.



24 June 2011

Dear Pupils

**Inspection of Pevensey and Westham Church of England Primary School,
Pevensey BN24 5LP**

Thank you for making the inspection team feel welcome when we visited your school recently. We were very interested in what you, as well as your parents and carers and teachers, had to say about the school. We feel that there are many things about your school that have improved and it is now a good school. We enjoyed hearing about the exciting topics you are studying and looking at the photographs of all the events that have taken place at your school. These are the main things we found to be best about your school.

- The way you behave is good and you get on well with each other.
- The staff at the school care for you well, and this helps you to feel safe.
- You come to school when you are supposed to and arrive on time for your lessons. This helps to ensure you make the most of your education.
- You make good progress in your learning and standards in your school are improving.
- The teachers plan interesting activities for you in lessons so that you enjoy your learning.

To help your school to become even better, we have asked the school to do two main things. The teachers at the school have been asked to make sure that they always give you work that is not too hard and not too easy in all subjects, not just English and mathematics, and we have asked them to make more use of group work in lessons to help your learning improve even more. We have also asked school leaders to make sure that your parents and carers always feel welcome in school and have more information about how they can help you at home.

I know you will continue to work hard and do your best, but do let your teachers know if at times the work they give you is either too hard or too easy. We wish you every success and happiness for the future.

Yours sincerely

Melanie Knowles

Her Majesty's Inspector

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