

# Chailey St Peter's Church of England Primary School

East Grinstead Road, North Chailey, Lewes, BN8 4DB

**Inspection dates** 25–26 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher provides clear direction and leadership. She has ensured that the welcoming atmosphere and character of the school have been consistently maintained during a period of numerous staff changes.
- The headteacher works closely with staff and governors to ensure that teaching continues to be good.
- Effective teaching ensures that pupils of all abilities make good progress. Standards at the end of Year 6 have improved steadily over the past three years.
- Teaching assistants support learning well. Some make a significant contribution to pupils' progress.
- Pupils achieve exceptionally well in reading. In 2014, standards in reading were much higher than the national average at the end of Year 6.
- The results of the Year 1 phonics (the sounds letters make) check have been substantially higher than average for the past two years.
- In 2014, the proportion of pupils attaining the highest levels at the end of Year 6 increased in reading, writing and mathematics.
- Disadvantaged pupils make good progress and achieve as well as other pupils nationally.
- Effective teaching in the early years ensures that children make good progress and are well prepared for Year 1.
- Teaching makes a strong contribution to the development of pupils' spiritual, moral, social and cultural development.
- British values are successfully considered and promoted through the school's celebration of its principles.
- Pupils behave well. They feel safe in school and say that adults take care of them.
- The governing body as a whole has an accurate understanding of the quality of teaching and of pupils' achievement. They use performance information well to hold leaders to account.

### It is not yet an outstanding school because:

- Pupils make slightly slower progress in writing than in reading and mathematics.
- Not all teachers have the highest expectations of pupils' written work.
- Pupils' handwriting is not always legible and sometimes their work is untidy.
- Not all governors are equally knowledgeable about the day-to-day work of the school.

## Information about this inspection

- The inspector observed seven lessons or part-lessons, including three lessons observed jointly with the headteacher.
- Discussions were held with the headteacher, deputy headteacher, senior leaders, teachers, parents, carers and pupils. Discussions were also held with the Chair of the Governing Body and an additional governor. The lead inspector spoke with a representative of the local authority.
- The inspector took account of 37 responses to the online questionnaire, Parent View. In addition, she considered 16 paper versions of the online questionnaire as well as the views of parents and carers expressed by them informally at the end of the school day and by telephone.
- The inspector observed the school's work and considered a range of policies and documents. These included the school's improvement plan, information about pupils' progress, attendance records, and safeguarding policies and procedures. The inspector also looked at samples of the minutes of governing body meetings.
- The inspector looked at samples of pupils' work provided by the school, as well as in lessons. She also listened to a sample of pupils in Year 2 and Year 6 read.

## Inspection team

Julie Sackett, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. The pupil premium is additional government funding to support those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school provides full-time early years provision in the Reception class.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6.
- The school has an 'Early Birds' activity club before school, which is managed by the school and was included in this inspection. There is also a privately run Nursery on site, which is inspected separately.
- Most teachers have joined the school since the previous inspection.

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

- Increase pupils' progress in writing by ensuring that:
  - all teachers have the highest expectations of pupils' written work
  - handwriting is taught consistently across the school.
- Strengthen the effectiveness of the governing body by ensuring that all governors develop a first-hand knowledge of the school's work.

## Inspection judgements

### The leadership and management are good

- The headteacher provides strong leadership of teaching. She has successfully sustained the quality of teaching during a period of change.
- Senior and middle leaders regularly observe lessons, discuss learning with pupils and meet with teachers about pupils' progress. As a result, they have an accurate view of teaching and provide good levels of support and coaching for individual teachers. For example, opportunities to observe effective practice in a local teaching school are increasing teachers' confidence and expertise. Activities such as these have ensured that teaching continues to be good and pupils continue to behave well.
- The way leaders manage the performance of teachers is effective. Teachers have targets reflecting whole-school priorities, as well as those specific to their practice.
- The headteacher has been particularly successful in nurturing talent from within the school to develop leadership. Subject leaders are knowledgeable about recent national changes in the way subjects are taught. They ensure that parents and carers are well informed about developments.
- Leaders have successfully introduced new assessment procedures so that there is a consistent approach throughout the school. Teachers' first assessments of pupils' learning using this approach have recently been shared with parents and carers so that they know how well their children are doing.
- There is no sense of complacency in this successful school. The headteacher constantly reviews the school's work with her staff and considers how it could be improved further. Staff and governors share the headteacher's commitment to securing the best quality education for all pupils, regardless of background or ability. They ensure that all pupils are treated equally.
- Teachers plan a broad range of subjects for pupils to experience. Pupils' spiritual, moral, social and cultural development is good. The deputy headteacher plays a passionate and effective role in making sure that pupils learn about a range of world religions, including Christianity.
- Pupils have regular opportunities to consider personal and social issues. Every class has a 'question of the week'. For example, pupils in one class have recently considered the question, 'What are British values?' Pupils' responses indicate their ability to discuss and reflect maturely about such issues and include suggestions such as, 'standing together', 'kindness' and 'responsibility'. Such activities prepare pupils well for life in modern Britain.
- Pupil premium funding is used effectively to support pupils' achievement. This is reflected in the fact that the gap in attainment between disadvantaged pupils and their peers nationally closed completely in 2014.
- The school plays an active role in a local alliance of schools. This enables leaders and other staff to discuss ideas and share expertise. For example, teachers regularly check their assessments of pupils' work with colleagues to ensure that they are accurate and consistent.
- The headteacher works positively with the local authority, which provides light support for this successful school. For example, some teachers have attended local authority training which has helped them to increase the achievement of the most-able pupils.
- The primary physical education and sport premium is used well. Sports coaching is improving teachers' expertise and new resources have been purchased to boost pupils' participation in sports. For example, badminton has been introduced and is now played enthusiastically in Key Stage 2, while children in early years benefit from mini-scooters.
- Arrangements for safeguarding meet statutory requirements. The headteacher and governors are assiduous in checking that staff are recruited properly and safely. Staff training is up to date so that all staff are confident about how to recognise and act on signs of risk, including those who have recently joined the school. Incidents of discrimination are rare. Leaders have quickly tackled the very few examples they have occurred over recent years.
- The majority of parents and carers who responded to Parent View expressed confidence in the school. In addition, almost all parents and carers who completed a paper version of the questionnaire, and all who spoke with the inspector, said that they consider the school to be well led and managed. A minority of parents and carers disagreed with this view. Inspection evidence indicates that leadership and management are effective, so that teaching is good and pupils continue to achieve well.
- **The governance of the school:**
  - The governing body has a clear understanding of its role in supporting school improvement. Governors are well informed about strengths in teaching and about where it can be developed further. They know how leaders have eradicated weaker teaching in the past and what they are doing now to secure further improvements. Governors understand the links between teachers' performance and pay decisions, and ensure that the system is fair and equitable.

- Training ensures that governors have a good understanding of assessment information. As a result, they know how well the school is performing in relation to other schools nationally. For example, they scrutinise information about the achievement of different groups of pupils, including disadvantaged pupils, to ensure that they are as successful as their peers.
- Governors ensure that safeguarding arrangements are rigorous. They follow safe recruitment practices when appointing new members of staff.
- Some governors regularly visit the school to see for themselves how well the school is doing. This ensures they can confidently question leaders about the school's work and effectively hold them to account for pupils' achievement. However, some governors are less actively involved with the school and so are not as well equipped to test and challenge leaders' assertions.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Most pupils are keen to do well. They are attentive and well behaved during lessons. Just occasionally, a few pupils become restless and lose concentration during lessons so that their progress slows.
- Pupils move around the school sensibly and quietly. They respect each other and most respond promptly to adults' instructions. They chat and play good-naturedly during break times and use the play equipment responsibly and safely.
- While the large majority of parents and carers who completed the online survey consider pupils to be well behaved, a small minority disagreed. Some parents and carers opted to complete a paper version of the online survey. Almost all of these felt that pupils' behaviour was good. This positive view was echoed by a number of parents and carers who spoke individually with the inspector.
- School records indicate that incidents of poor behaviour are followed up promptly and appropriately. The school works alongside specialist agencies to support individual pupils wherever necessary and acts on any recommendations. As a result, leaders can point to some examples of significant improvements in individual pupils' behaviour, in their relationships with other pupils and in their attitudes to learning.
- Attendance has been consistently average for the past three years. Leaders introduced more robust procedures for checking pupils' attendance at the beginning of this academic year. This has improved attendance substantially so that it is currently much higher than the national average. Leaders monitor individual pupils' attendance, as well as that of different groups, and use this information to provide successful support where needed.

### Safety

- The school's work to keep pupils safe and secure is good. Regular reminders about aspects of personal safety, including when using the internet, mean that pupils are confident about how they can help to keep themselves safe.
- Pupils know what bullying is and some of the different forms it can take, including racism and cyber bullying. They have a well-developed sense of equality and fair play. One Year 5 pupil, reflecting the view of many of her classmates, commented in her work, 'Everyone has the right to be treated fairly and no-one can stop that.'
- The large majority of parents and carers who completed Parent View felt that the school deals effectively with bullying. Pupils say that it hardly ever happens in school and that, on those few occasions when it does occur, the headteacher sorts it out quickly.
- The well run 'Early Birds' club provides a safe, positive start to the school day for those who attend. Pupils respond well with good attitudes and behaviour. Adults do their best to respond to pupils' interests wherever possible so that they enjoy their time in the club. For example, during the inspection a group of pupils enjoyed honing their basketball skills while being well supervised by an adult in the hall.

## The quality of teaching is good

- Teachers and leaders get to know individual pupils very well. Effective teaching during early years and Key Stage 1 focuses on developing the basic skills and attitudes needed to ensure pupils' future success. Effective teaching during the older year groups capitalises on this good start.
- Teachers plan lessons with care so that pupils of all abilities make good progress. Confident teaching

ensures that the most-able pupils are challenged to think hard, so that their understanding is deepened.

- Relationships between staff and pupils are very positive, so that pupils feel valued and are confident about expressing their ideas during lessons.
- Teaching assistants are well qualified and provide well-focused help, including for disabled pupils and those with special educational needs. The quality of support is consistently good across the school and, in some cases, teaching assistants provide significant support for individual pupils. This is particularly evident when they are knowledgeable about the subject they are teaching and use this to help pupils overcome difficulties which they encounter during lessons.
- The teaching of reading is a particular strength. Staff in early years build on children's evident interest in books when they join the Reception Year. Teaching across the school develops pupils' reading skills very effectively. The teaching of phonics is well established and highly successful in providing pupils with the basic reading skills needed to read confidently.
- Teachers give pupils regular opportunities to use mathematical knowledge and skills. For example, they provide problems for pupils to solve and investigations for them to explore. As a result, pupils are interested in mathematics and keen to progress. Some of the most-able mathematicians attend weekly lessons at a local secondary school so that they benefit from specialist Key Stage 3 teaching.
- Teachers regularly provide pupils with stimulating writing tasks. As a result, most pupils are keen to put pen to paper and to record their ideas. However, occasionally not all teachers have the highest expectations of pupils' work. When this is the case, a few pupils take less care with their written work, which is messy at times. While handwriting is taught regularly across the school, there are some inconsistencies in the way it is taught in different classes. As a result, the quality of pupils' handwriting varies.

### The achievement of pupils

is good

- The number of pupils in each year group varies from year to year in this small village school. Numbers are typically smaller in Key Stage 1 and sometimes include a high proportion of pupils with additional needs. This was the case in Year 2 in 2014. This factor leads to fluctuations in pupils' attainment at the end of Year 2 over time.
- Pupils make good progress from their different starting points and achieve well. Pupils' overall attainment is average by the end of Year 2 and much higher than the national average by the end of Year 6. They are very successfully prepared for secondary school by the end of Year 6.
- Pupils make excellent progress in reading. Pupils of all ages are keenly interested in books. They confidently talk about favourite books and authors. Leaders ensure that the development of reading skills is given a high priority. Parents and carers provide strong support at home. Effective teaching during the early years and Key Stage 1 builds pupils' basic reading skills very well. Pupils' attainment in reading in 2014 was average at the end of Year 2 and much higher than the national average by the end of Year 6.
- Pupils make good progress in mathematics as they move up through the school. Developments in the teaching of mathematics have led to a year-on-year improvement in pupils' attainment at the end of Year 6 over the past three years. In 2014, standards in mathematics were above average at the end of Key Stage 2.
- Pupils' attainment in mathematics dipped at the end of Year 2 in 2014. A high proportion of those with additional needs in this group made it difficult for some pupils to reach expected levels. Leaders have provided additional support for pupils where required. This is increasing their confidence in mathematics and quickening their progress.
- Most pupils make good progress in writing to achieve average levels of attainment at the end of Year 6. Nevertheless, their progress is not as rapid in this subject as in reading and mathematics. Some pupils' progress is hampered by the quality of their handwriting. For example, some have not developed a consistent and legible style by the end of Key Stage 2. This hinders their ability to write fluently and confidently. In addition, some pupils take less care with their written work than others.
- The most-able pupils make good progress in reading, writing and mathematics. The proportion of pupils attaining the highest levels at the end of Year 6 increased in reading, writing and mathematics in 2014, substantially so in reading and writing.
- There are very few disadvantaged pupils in each year group. They make good progress in reading, writing and mathematics. The gap between disadvantaged pupils' attainment and that of other pupils in school and nationally at the end of Year 6 has progressively narrowed over the past three years and closed completely in 2014.
- The school provides well for disabled pupils and those with special educational needs. Teachers and

teaching assistants' support is effective, so that these pupils make the same good progress as their classmates.

### The early years provision

is good

- The headteacher, as interim leader of the early years, has managed recent changes in staffing well so that children continue to make good progress. Teachers and teaching assistants work well together. Teaching is effective in supporting children's learning and personal development.
- The proportion of children achieving a good level of development by the end of the Reception Year increased substantially in 2014 and was close to the national average. The majority of children were well prepared for learning in Year 1 by the end of the Reception Year in 2014.
- Children's knowledge and skills when they join the early years are often lower than those typical for their age, particularly in speaking and language. However, they vary considerably each year. For example, currently children's starting points are higher than in recent years. Adults carefully identify children's strengths and needs when they start school. They use these to plan activities which are stimulating and engaging.
- The early years areas are well organised, vibrant and attractive. Safeguarding arrangements are robust so that children are safe and secure.
- Children behave well because they understand adults' expectations and are interested in learning. The school's values are promoted well so that children successfully learn to cooperate together. For example, during a phonics game, children listened respectfully to their classmates' comments.
- Staff know individual children very well and respect their views. As a result, children feel valued. They speak with increasing confidence about what they are learning in school and enjoy each other's company.
- Leaders ensure that the development of language and reading skills is given a high priority in the early years. Phonics teaching is effective and children have numerous opportunities to read, discuss and enjoy good quality books. As a result, children rapidly develop the skills needed to read successfully.
- Early years is not outstanding because children make good rather than outstanding progress.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	114495
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	449748

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	125
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kirstine Bowen
<b>Headteacher</b>	Gillian Morrow
<b>Date of previous school inspection</b>	16–17 September 2009
<b>Telephone number</b>	01825 722939
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