



Brede Primary School

Inspection Report

Unique Reference Number 114389
LEA East Sussex
Inspection number 279375
Inspection dates 23 May 2006 to 23 May 2006
Reporting inspector Brenda Spencer AI

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

Type of school	Primary	School address	Udimore Road
School category	Foundation		Broad Oak
Age range of pupils	4 to 11		Rye, East Sussex TN31 6DG
Gender of pupils	Mixed	Telephone number	01424 882393
Number on roll	135	Fax number	01424 882393
Appropriate authority	The governing body	Chair of governors	Mr A D Winnard
Date of previous inspection	27 March 2000	Headteacher	Mr M J Dixon

Age group 4 to 11	Inspection dates 23 May 2006 - 23 May 2006	Inspection number 279375
-----------------------------	---------------------------------------------------------	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Very nearly all the pupils in this small village school are from White British families and very few speak English as an additional language. About one fifth have learning difficulties and disabilities, including two with statements of special educational needs, and one child is looked after by the local authority. The intake of the school is changing. The number of pupils joining school outside the usual admission times is high and the school is increasingly admitting pupils from urban as well as rural homes. Parents are very supportive of the school and value how happy and secure their children feel.

The inspection took place when Years 1–3 were visiting Herstmonceux Castle and Years 4–6 spent the day working together on extended design-and-making activities.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school accurately judges that it provides satisfactory education and gives sound value for money.

Parents value their children's happiness in school and pupils behave well. The quality and standards in the Foundation Stage are satisfactory. By age seven, pupils reach the standards which are expected in reading, writing and mathematics. The lack of challenging targets for higher-attaining pupils means there is scope to raise standards still higher. By age 11, pupils reach standards which are average in English, mathematics and science. Results are rising in mathematics and science and work to improve writing is having positive outcomes across the school.

Teaching and learning are satisfactory. Relationships are a strength and give pupils confidence to tackle new learning. The curriculum is enriched well by visits and after-school activities. The linking of subjects through 'learning journeys' is being planned to increasingly better effect. Pupils are well cared for and feel safe. Their academic guidance is satisfactory. Tracking of pupils' attainment is providing information about when progress falters in Key Stage 2. This is not the case in Key Stage 1.

Leadership and management are satisfactory. Good links are made with local schools to improve provision. The leaders of subjects other than English, mathematics and science do not sufficiently influence improvements in standards. Observation of teaching is regular but it does not focus on how teaching affects learning. Improvement since the last inspection is satisfactory and the school has the capacity to improve further.

What the school should do to improve further

- Complete the professional development of leaders in subjects other than English, mathematics and science and give them time to carry out their duties.
- Ensure targets for learning in Key Stage 1 address the potential of higher-attaining pupils.
- Implement procedures to keep track of pupils' progress in Key Stage 1 and use the data from tracking in Key Stage 2 to identify where and how rates of progress can be improved.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory, including for pupils with learning difficulties and disabilities. Children enter school with standards that are average. They make satisfactory progress in Reception, with most reaching the goals expected for their age. The school's results in 2005 were broadly average for pupils aged seven and eleven. At age seven, writing was weaker than reading and mathematics and nobody reached higher than expected levels in writing. At age eleven, the results improved well on recent years, particularly in science and mathematics. Here, too, the proportion of pupils reaching higher levels in English was lower than the national average.

Current standards remain average at ages seven and eleven in English, mathematics and science. Efforts to improve writing are working. A fifth of pupils are on track to gain higher levels at age seven and improvement is evident in the proportion of pupils reaching higher levels at eleven. Targets set for pupils in Key Stage 1 do not address the potential of higher-attaining pupils so, while the proportion of pupils reaching the higher levels is rising, there is scope for further improvement.

Recent targets reflect higher expectations of pupils' performance at age eleven. However, the school is concerned that attainment amongst recent arrivals may mean that they are not likely to meet the targets for 2006.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They thoroughly enjoy school and show good attitudes to learning. Behaviour is good and pupils know what is expected of them and understand the rewards and sanctions used by the school. Good emphasis is placed on pupils' social and moral development, enabling them to appreciate the achievements of others and work together well. As a result, relationships at all levels are very positive. Pupils are able to reflect on the wide range of experiences they gain in the curriculum, for example, the beauty of the autumn woodland. However, their awareness of cultures other than their own is not fully developed.

Pupils believe they attend a good school and, as a result, attendance is improving and is now satisfactory. They are given opportunities to take responsibilities, for example, in the school council. They have also raised funds for a range of local, national and international charities, gaining a good awareness of those less fortunate than themselves and how they can contribute to the community. In these ways they are developing skills that will help them in later life. Pupils adopt healthy lifestyles by taking advantage of fruit at breaktimes, regular physical education lessons and after-school sporting activities. They have a good understanding of how to keep safe.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Across the school pupils benefit from an encouraging approach. This gives them the confidence to share their ideas and persevere with problems. Pupils' behaviour is managed well so there is little disruption to learning. Resources are well organised and this contributes to efficient lessons. The unavoidable grouping of children from Reception with Year 1 pupils means that teaching has to address the demands of different curriculum guidance and considerable effort is made to plan for pupils' different needs. Reception children gain a good understanding of mathematical concepts as the work is approached through practical activities.

Teachers across the school undertake regular assessments of reading, writing and mathematics. Pupils receive valuable feedback on how to improve their writing and targets on how to improve their other work are clear. However, the targets in Key Stage 1 do not include higher-level achievements, such as working with numbers greater than 1,000. This depresses expectations and affects the standards pupils reach. In lessons where aims are not made immediately apparent, pupils puzzle unnecessarily as to what they should do and some pace in learning is lost.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and is enriched well by visits, visitors and after-school activities. There is a broad programme of personal, social and health education. For example, the school has promoted a 'Happy, healthy week.' The school has achieved its Active Mark award recognising its work in physical development. Pupils successfully take part in inter-school competitive games. The curriculum in Reception class is practical and builds well on children's starting points. They now have better access to learning outdoors, through the provision of a French window.

The school plans the curriculum for science and the humanities to span two years to accommodate the needs of the pupils in the mixed-age classes. The curriculum is approached through 'learning journeys' which link areas of the curriculum together and focus on developing pupils' skills. Planning for this is becoming increasingly effective. As a result of these approaches, pupils of all ages and abilities make satisfactory progress in their learning across a range of subjects.

Care, guidance and support

Grade: 3

The care, guidance and support pupils receive are satisfactory overall. The staff and governors make good efforts to secure pupils' safety through risk assessments, checks to ensure children work with appropriate adults and through training to protect pupils. Care is good. Importantly, pupils feel they are valuable members of the school community. They know they have someone to turn to if they have any worries and those who join school outside the usual times of admission say they are made to feel welcome.

Academic guidance is satisfactory. The regular reviews of education plans and targets by parents and staff assist pupils with learning difficulties and disabilities to make satisfactory progress. Tracking of academic progress in Key Stage 2 is a recent innovation. This initiative needs to extend to Key Stage 1 to ensure that the progress of all pupils is kept under close scrutiny. Analysis of assessments is beginning to provide useful information on how pupils can improve their work, for example, in writing. Staff and governors regard turning data into useful information as a main priority in their current work.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory, with some strengths. In particular, they provide a caring school, where pupils enjoy learning and feel safe. The needs of vulnerable pupils are high on the school's agenda, including those of recently arrived pupils and those with learning difficulties and disabilities. The overwhelming view of parents is positive, and they are happy with the education that the school provides. The school has carried out effective recent self-evaluation, seeking the views of parents, and has noted strengths and areas for development accurately. This is an improvement since the last inspection.

Over the last two years, important changes have been introduced. As a result, the best practice is still to be bedded down in some areas. For example, the work of subject leaders has moved forward positively in English, mathematics and science, whilst in many other subjects there still remains much to do. A system for monitoring the quality of teaching and learning through observations has been established. However, criteria for clarifying judgements are not yet consistently applied and the links between teaching and learning are not sufficiently evident.

The leadership has noted where weaknesses have arisen in writing, mathematics and science through discussion and analysis of data and has made improvements using a range of strategies. Links with the local schools network are also acting as a constructive force for school improvement. These aspects mean the school is well placed to improve further.

Governors have a good understanding of their responsibilities and a growing knowledge of what the school needs to do to improve. They have been fully involved in the school improvement plan and recent work in school self-evaluation.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--------------------------------------------------------------------------------------------------------------	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us feel so welcome when we came to your school recently. We enjoyed talking to you. A particular thank you must go to those of you who gave up part of your lunchtime to talk to Mr Jones. We read lots of letters from your parents saying how happy you are at school and we were impressed by how much you enjoy your activities. We noticed how well you all get along with each other and that you behave well.

There are three things we think would make your school even better. Your teachers take careful note of how you are getting on in Years 3 to 6. This means they can help anyone who is having difficulties. The same system would help younger pupils. We noticed the targets in your books for reading, writing and mathematics. Some of these could move onto higher levels to help you know what to do to make your work even better. Lots of hard work happens to make your lessons in English, mathematics and science really useful. This work would be helpful in other subjects.