

Tribal  
1-4 Portland Square  
BRISTOL  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 0845 123 6001  
Direct F 0117 315 0430  
Email: Fiona.allan1@tribalgroup.com



29 June 2010

Mr Collins  
The Headteacher  
Little Ridge Community Primary School  
Little Ridge Avenue  
St Leonards-on-Sea  
East Sussex  
TN37 7LR

Dear Mr Collins

Ofsted monitoring of Grade 3 schools

Thank you for the help which you, your staff and your pupils gave when I inspected your school on 16 June 2010, for the time you gave to our telephone discussions and for the information which you provided before and during my visit. I much appreciated the cheerful openness with which staff and pupils responded to my questions.

There have been no major changes in the school's situation or organisation since the last inspection.

As a result of the inspection on 2–3 July 2008, the school was asked to:

- improve teaching and learning and raise attainment by ensuring all lessons have sufficient challenge and move learning forward rapidly
- raise pupils' expectations by ensuring that marking always identifies how work can be improved
- implement plans to enable middle managers to disseminate best practice more effectively.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

The school has responded effectively to areas for development highlighted by a thorough review of teaching and learning. In 2009, there was a marked improvement in pupils' attainment overall and in core subjects at the end of Key Stage 2, especially in mathematics where progress was significantly better than the



national average. This improvement has been underpinned by a more systematic tracking of progress, regularly reviewed and appropriate targets both for teachers and for pupils, and more effective use of assessment to support learning. Lesson planning is well structured, taking account of pupils' differing abilities and learning styles. Most of the lessons observed were well paced. Pupils knew what they were to learn and how this was to be done. While there is evidence of improvement in Key Stage 1, it is less consistent and less secure than in Key Stage 2. In the Reception classes, children evidently enjoy learning and make impressive progress in language and literacy development and in number work when appropriately challenged and encouraged. The level of challenge is not, however, consistently high across the year group.

Pupils are clear about their current levels of attainment in core subjects and take pride in meeting their personal targets. They are co-operative rather than challenging learners, keen to do what is expected of them. During lessons, teachers' effective questioning skills extend and reinforce pupils' learning; however, marking of written work is uneven in quality. There are examples of excellent practice, but not all marking contributes positively to pupils' learning by linking praise to specific guidance on how work could be improved.

The headteacher and senior leaders have a realistic view of the school's strengths and areas for development. Recent initiatives to strengthen teaching and drive up standards are having a positive impact, seen most clearly in Key Stage 2. Staff morale is buoyant and support from parents and carers is active and strong. Effective steps are being taken to develop strengths in middle management, with teachers taking on shared responsibility for curriculum areas and for aspects such as community cohesion. Well-targeted professional development, including visits to other schools to observe good practice, and supportive monitoring by the senior leadership team are steadily extending the skills and building the confidence of middle leaders.

Thorough safeguarding procedures and risk assessments are in place.

Participation in the Making Good Progress and Improving Schools programmes and in the local Excellence Cluster has brought additional resources, consultancy and training for teachers and support staff. The school has benefited from funding for one-to-one literacy and mathematics tuition for pupils needing additional support. The School Improvement Partner is an effective 'critical friend'.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Patricia Metham  
Her Majesty's Inspector

