

# Framfield Church of England Primary School

The Street, Framfield, East Sussex TN22 5NR

**Inspection dates** 3–4 November 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Pupils, including those in the early years, generally make good progress and are prepared well for the next stage of their education.
- Teaching is usually good and some aspects are outstanding. Teaching assistants make a strong contribution to teaching, learning and assessment.
- Leaders' effective action has led to consistently improving outcomes over time, especially in phonics and mathematics.
- Leaders and governors know the school well and what each pupil knows, understands and is able to do.
- All adults care for the pupils extremely well. They keep them safe and this means that the pupils are happy and love to be at school.
- Pupils conduct themselves well, take pride in their appearance and work, and cooperate well with each other.
- Children benefit from a good start to their education in the well-organised and well-managed early years.
- Leaders ensure that pupils receive good support for their personal, spiritual, moral, social and cultural development.
- Disadvantaged pupils and those with special educational needs do as well as other pupils nationally and sometimes do better than their classmates.
- The special educational needs coordinator (SENCo) ensures that a wide-ranging and effective programme of activities helps specific children overcome any barriers to learning.

### It is not yet an outstanding school because

- Not all teaching consistently stretches the most-able pupils to attain the highest possible levels.
- The quality of feedback in reading and writing does not yet match the high standards in mathematics.
- Subject leadership is not sufficiently well developed in all areas. Senior leaders do not always have time to focus intently on improvements to subject teaching.

## Full report

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

- Support all staff to:
  - ensure that an even greater proportion of teaching is consistently of high quality, including providing effective feedback on pupils' work in reading and writing.
  - ensure consistently strong progress for all pupils and groups of pupils, especially the most able.
- Extend the range and effectiveness of subject leadership skills so that expertise in a wider range of subjects enables pupils to make outstanding progress over time.

## Inspection judgements

### Effectiveness of leadership and management is good

- The executive headteacher provides strong leadership to the school. She is ambitious for the pupils and is committed to ensuring that over time the school becomes the best it can be. In particular, the executive headteacher has acted skilfully to ensure suitable appointments have been made to the teaching staff.
- Other leaders support the vision and passion of the executive headteacher and are increasingly driving improvement through appropriate leadership actions. For example, the SENCo has worked tirelessly to ensure that the needs of individual pupils are suitably addressed.
- Leaders have developed a thorough knowledge of each pupil. Leaders know exactly what each pupil knows, understands and can do. This is because they have created effective systems for identifying and tracking each step in learning a pupil makes. Early years leaders in partnership with the neighbouring pre-school begin this process well. It is extending up through the school and has enabled leaders to identify some gaps in pupils' knowledge and skills caused by historic underperformance.
- The executive headteacher is appropriately insistent that effective systems for improving pupils' performance are used. Historic weaknesses in outcomes of the Year 1 test for phonics (the sounds that letters make) have been overturned by placing pupils into sets suited to their ability. Teachers or higher-level teaching assistants now work consistently on a regular basis with the same small group of pupils.
- Leaders have also ensured that all aspects of school life are reviewed regularly. The local authority provides termly analysis of the school's performance which leaders use purposefully to support development planning.
- Leaders and governors are carefully changing the curriculum systematically so that it enables all pupils to meet the expected age-related outcomes at the end of each key stage. Appropriate attention is paid to developing pupils' literacy and numeracy skills. Leaders have also made it a priority to provide extra teaching to help those who have gaps in these skills to catch up. The curriculum provides a good range of additional opportunities for pupils to learn in science, the humanities and physical education, so that they develop a broad understanding of themselves and the world around them. Leaders make good use of the site to provide a rich learning environment, such as the 'trim trail' for physical development and education and the village hall for assemblies and acts of worship.
- Leaders have become adept at finding out any gaps in pupils' knowledge, skills or understanding. They are helping teachers to find ways of closing these gaps with additional resources or extra tuition time.
- Leaders provide regular and good-quality training for all staff. Some of this comes from experts in the local Thomas Becket Federation. Increasingly, Framfield staff are sharing their expertise with the partner school. When necessary, leaders acquire the services of external advisers or consultants to help staff improve their work. Leaders recognise that they do not possess and cannot, therefore, provide all the expertise that is required to further improve the school. They recognise as a priority the need to enhance subject leadership to maintain the speed of curriculum and teaching developments.
- Leaders are able to account accurately for the amount of additional funding the school receives each year (the pupil premium grant and the primary physical education and sports premium). They are also able to show the positive impact such funding has had on pupils' outcomes and their life chances. Clearly written and purposeful documents make this clear on the school's helpful website.
- **The governance of the school**
  - The governing body is increasingly effective and has been improved considerably since the last full inspection. Governors have a clear understanding of the school. They rely on reports from the headteacher of the school for information, but they challenge robustly any information they are given.
  - Governors have an overview of the relationship between performance management and staff pay and progression. Governors check that realistic targets have been set for all staff and that they are reviewed in an appropriate cycle.
  - Governors ensure that any additional funding is used effectively.
- The arrangements for safeguarding are effective. Leaders ensure that all appropriate checks, risk assessments and security arrangements are in place and updated regularly. Governors oversee appropriately all aspects of this work. Pupils told the inspector that they feel safe in school. Parents confirmed this.

## Quality of teaching, learning and assessment is good

- Teaching is usually good and some of it is outstanding, especially in the early years.
- Teachers have appropriate subject knowledge for the most part. They put into practice any good ideas and exploit new materials gained through training. There are some aspects of the curriculum where more training and subject expertise are needed so that standards of teaching are uniformly high in all subjects.
- Teachers are ably supported by a group of well-trained teaching assistants. This appropriately skilled team makes a strong contribution to all teaching, learning and assessment activity.
- Teachers have adopted some successful ways of teaching which have helped to increase the speed with which children learn. For example, the teaching of phonics is now a strength as adults work regularly with a small group of the same pupils who have similar levels of attainment.
- Teachers provide rigorous feedback on pupils' work in mathematics. This tells pupils what they have done well and also shows them what they need to do next to improve their work. Teachers' feedback to pupils is not as effective in reading or writing, and hence the rate of improvement has been less rapid.
- The SENCo has gathered together a wide range of information about each of the pupils in her care. She uses this information skilfully to develop individual programmes for each pupil. The SENCo also has created a wide range of activities from which she selects those most appropriate for their needs.
- Pupils benefit from having access to a wide range of equipment and resources. English lessons are supported with key word 'mats'. Learning in science is supported with 'data-loggers' and other technology. Physical education is enriched with videos showing pupils how to move correctly and to develop their posture. Many of the walls are decorated with simple aids to learning which pupils use to support their independent working.
- Teachers have created a positive learning environment, making the most of outside spaces, grassed and woodland areas.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident and courteous, polite and respectful. All adults are committed admirably to assuring each pupil's well-being.
- Leaders ensure that pupils receive many opportunities to develop spiritually. The programme of assemblies is coherent and provides moments for reflection as well as prayers and hymn singing. Pupils are encouraged to take part and this helps them build self-confidence.
- Over time, leaders have helped pupils develop resilience in their learning so that they do not give up easily and take on challenges. This has had a clear impact on pupils' progress.
- The executive headteacher exploits the school's location close to Glyndebourne Opera House to provide pupils with the chance to enjoy live performance. This aids their cultural development and also contributes to their spiritual development as they come to appreciate creativity and artistry.
- Pupils understand well the importance of being good citizens, especially within the context of village life where the parish plays a significant role. Pupils grow up in and belong to a strong local community.
- Most parents choose the school because of the nurturing environment that has been created. They believe that the school cares well for the children and enables them to flourish in a 'family atmosphere'. The vast majority of parents are overwhelmingly supportive of the school and its leadership.

### Behaviour

- The behaviour of pupils is good. Pupils take pride in their work, their appearance and the school in general. They conduct themselves well around the school. The inspector saw no low-level disruption.
- Occasionally, when teaching lacks pace or focus, some pupils' attention wanes and they lose concentration. Leaders remind pupils frequently of the benefits of good attitudes to learning. Many clearly enjoy learning and are inspired when teaching is good or better.
- No pupils have been excluded in the last three years, either permanently or for a fixed period of time.
- Pupils attend well and the school provides support for the small number of families for whom attendance is less good.

## Outcomes for pupils

## are good

- From their different starting points, Key Stage 1 pupils usually make good or better progress. This extends the good progress they made in the early years. Recent outcomes in the phonics check, for example, show this clearly. Nearly all achieved the expected standard.
- In lower Key Stage 2, outcomes are improving consistently and steadily so that there is little difference now between the outcomes of pupils in Years 3 and 4 and their peers nationally.
- By the end of Key Stage 2, the majority traditionally attained the expected standard in reading, writing and mathematics combined. However, too many did not make the progress of which they were capable, especially the most able.
- In 2015, as a direct result of very clear teaching, all pupils made the expected level of progress in mathematics. This was not matched in reading and writing. The inspector did, however, see evidence that the successful processes used to secure improvements in mathematics have now been adopted in all aspects of English. Consequently, work seen in books and lessons indicates that progress is accelerating in this subject too. Work seen in science, and in the planning for humanities subjects, indicates that this good practice is now widespread across the school.
- In all year groups, the progress of disadvantaged pupils compares favourably with all other pupils nationally and is sometimes better.
- Disabled pupils and those with statements of special educational needs follow individual programmes of study and usually do at least as well as other pupils nationally. Leaders were able to provide very clear evidence that this is the case. For example, good information was provided about improvements in each pupil's reading age.
- Pupils who need to catch up in reading, particularly those in Years 5 and 6 who did not benefit from the current, crisp and challenging teaching, are provided with good-quality support to do so. The school makes good use of a reading scheme which involves parents and ensures that the vast majority of pupils read widely and often. Sometimes, the texts are not well matched to pupils' needs and they find them too hard.

## The early years provision

## is good

- Leaders ensure that standards in the early years are consistently good so that children make good progress and have attained a good level of development generally by the end of the key stage.
- The learning environment is well resourced and supports a good range of play and learning activities.
- There are strong links with the Framfield pre-school next door. Leaders of both settings share their practice effectively so that children who transfer to the main school do so seamlessly. The 'Village project', led by East Sussex County Council, supports an innovative 'switch' system which gives very young children a chance to experience school life early. They spend time in Year R to experience what learning is like. This helps them settle well and get off to a 'flying start'.
- Leaders have adopted an efficient computerised system for tracking children's learning. It complements the large and well-maintained learning journals which also show clearly each child's progress. Each child has their progress checked regularly and good samples of their work are included which present well their development. All adults are skilled at noting when a step in learning or development has been made. Adults keep good, close contact with parents so that parents are kept well informed about their child's progress. Parents are enthusiastic about the quality of education provided in the setting.
- Adults maintain a positive learning environment in keeping with the school's Christian ethos and its appropriate behaviour policies. Children behave well: they take turns, treat each other with respect and look up to the older children who act as good role models.
- Phonics is taught well in the early years so that children develop good reading skills by the time they reach Key Stage 1. This ensures that the vast majority of children make a good start to their education and progress quickly in the main school.

- All adults take time to plan teaching carefully. As a result, each activity helps children gain new knowledge or acquire skills. In one session, three children were making rockets in the outdoor play area using mathematical shapes such as triangles and squares. Each child knew the name of the shape they were placing and could explain clearly its properties.
- The very small numbers of disadvantaged, disabled and children with special educational needs do at least as well as their classmates and sometimes better. Their performance compares favourably with other children nationally.

## School details

<b>Unique reference number</b>	114550
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10005700

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	97
<b>Appropriate authority</b>	Local authority
<b>Chair</b>	Mrs Katherine Rabson Stark
<b>Headteacher</b>	Mrs Jonquil King
<b>Telephone number</b>	01825 890258
<b>Website</b>	<a href="http://www.framfieldcep.e-sussex.sch.uk/index.php">www.framfieldcep.e-sussex.sch.uk/index.php</a>
<b>Email address</b>	<a href="mailto:head@framfieldcep.e-sussex.sch.uk">head@framfieldcep.e-sussex.sch.uk</a>
<b>Date of previous inspection</b>	12–13 October 2011

## Information about this school

- Framfield Church of England Primary School is a smaller than average school. The vast majority of pupils are from White British backgrounds and very few have English as an additional language.
- Since the last inspection, Framfield Church of England Primary School has joined the local Thomas Becket Federation along with Blackboys Primary School.
- There are a relatively high number of pupils with statements of special educational needs or education, health and care plans.
- The school currently meets the government floor standards.
- The executive headteacher of Framfield Church of England Primary School is also the headteacher of Blackboys Primary School.

## Information about this inspection

- The inspector observed learning during focused tours of the school and in five lessons. Senior leaders observed jointly with the inspector, including the teaching of phonics, mathematics, literacy and science.
- The inspector talked to pupils, teachers, teaching assistants and governors, and conducted a phone conversation with a representative of the local authority.
- The inspector examined 65 responses to Ofsted's online survey, Parent View. He also examined the school's own handwritten survey of parents' attitudes to the school.
- The inspector examined a wide range of the school's documents, including information about pupils' work, teachers' performance, the work of the governing body and notes of visits from the local authority's advisor.

## Inspection team

Dr Simon Hughes, lead inspector

Her Majesty's Inspector



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