

# Inspection of Hamsey Community Primary School

Cooksbridge, Lewes, East Sussex BN8 4SJ

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Inspection dates: 25 and 26 June 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are kind and caring at this inclusive school. They are well prepared for their next steps. As one pupil said, 'We are ready for the world.' Older pupils act as excellent role models. They model the school's high expectations well. Pupils of all ages play together at breaktimes happily.

Pupils are happy at school. Teachers build warm and supportive relationships with pupils. As a result, they feel safe and know that staff will address any worries they may have. Pupils enjoy learning. They work hard in lessons and remember the important knowledge and skills they learn. Older pupils have a rich and varied vocabulary that they use to express complex ideas well.

The work of pupil leaders has a clear impact in school and the local community. Older pupils who act as buddies for Reception Year children help them to learn the school's expectations quickly. Pupils take these responsibilities seriously. As a result, younger pupils learn the school's routines well. Pupils elected to the school council make decisions that improve the school. For example, they recently made changes to a sports day event to make it more inclusive.

## **What does the school do well and what does it need to do better?**

The school has a well-designed and ambitious curriculum that begins in early years. Leaders have considered precisely what pupils should learn and when they should learn it. The school has prioritised pupils' oracy. Pupils build on their prior learning and to remember the important skills and knowledge that they need.

Teachers have sound subject knowledge. They explain learning clearly and promote rich discussion among pupils. However, at times these aspects are not consistently effective. As a result, pupils do not always learn as well as they could. Teachers check pupils' understanding carefully. These checks help teachers to identify how much pupils know and remember. Teachers plan activities that help pupils catch up quickly if they fall behind in their learning.

The school ensures that pupils with special educational needs and/or disabilities (SEND) achieve well. Staff identify the needs of these pupils accurately. Similarly, staff identify the needs of the high number of pupils who join during the school year quickly. Teachers adapt learning to meet the needs of pupils effectively. The small number of pupils who study an amended curriculum matched to their needs begin to fill gaps in their learning.

Pupils develop detailed knowledge and skills across the curriculum. For example, Year 5 pupils have an understanding of religious traditions and can explain how these may help people to live their lives. Pupils write at age-appropriate levels, including in early years. In some subjects, pupils produce work of very high quality. For instance, children in Reception use a range of media skilfully to create work inspired by Monet.

Staff instil a love of reading in pupils. This starts in early years, where well-trained staff teach phonics effectively. Teachers check how well pupils can read precisely. Older pupils are confident readers and read widely. Pupils in Year 6 achieve well in national tests in reading. However, the books that the youngest pupils read are not always closely enough matched to the sounds and letters that they know. As a result, some pupils cannot read their books fluently.

The school is a calm and happy place. Pupils behave very well and show kindness and courtesy to all. They understand the importance of this to make the school a positive environment. Leaders work hard to improve attendance and punctuality. For example, a recent change to drop-off procedures has reduced lateness. These strategies are beginning to have an impact. However, pupils do not yet attend frequently enough. Governors share the same high ambitions as school leaders. They make sure they know the school well and hold leaders to account effectively. Staff enjoy working at the school. They are well supported by leaders and receive a range of high-quality training. Leaders and staff work hard to engage parents and carers. They are overwhelmingly positive about the school.

The school's work on pupils' personal development is exceptional. The school ethos of 'a kind, creative school where learning is an adventure' is at the heart of this. Pupils have broad and exciting opportunities to develop their creativity. They work with the school's artist in residence and exhibit their high-quality work in local venues. Pupils also have opportunities to perform at a local opera house. All pupils enjoy the regular school sporting fixtures. The school ensures that every pupil can develop new skills and apply them. They have mature attitudes about equality and celebrate their differences. The school provides excellent pastoral support. Pupils have support to regulate their emotions and all pupils use these strategies consistently well.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Pupils' reading books are not closely enough matched to the sounds and letters that pupils learn. As a result, a small number of pupils are not reading with appropriate accuracy and fluency. Leaders must ensure that books are matched to pupils' knowledge and that pupils can read the books confidently and fluently.
- Leaders have developed an ambitious curriculum. However, learning is not always explained well enough in a small number of subjects. As a result, some pupils do not learn as deeply as they could. Leaders must ensure that all staff are confident in delivering the planned curriculum consistently well.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	114394
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10321792
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Clark
<b>Headteacher</b>	Matt Dean
<b>Website</b>	<a href="http://www.hamsey.e-sussex.sch.uk">www.hamsey.e-sussex.sch.uk</a>
<b>Date of previous inspection</b>	31 October 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Skylark Federation. The federation is made up of four schools: Hamsey Community Primary School, Barcombe Church of England Primary School, Iford and Kingston Church of England Primary School and Plumpton Primary School. The federation has a single governing body.
- Stewart James is the executive headteacher of the federation, and Matt Dean is the headteacher at Hamsey Community Primary School.
- The school uses no alternative provision.
- The school manages wraparound breakfast and after-school clubs for pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of the school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team met with the headteacher as well as with other leaders and staff. The lead inspector also held a telephone conversation with a representative from the local authority.
- The inspection team carried out deep dives in the following subjects: reading, mathematics, art and religious education. They also sampled pupils' work from English and history. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector considered the views of parents through their responses to the online survey, Ofsted Parent View. The inspectors spoke to staff and pupils during the inspection and took account of their responses to Ofsted's online surveys.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

Gavin Thomas, lead inspector

His Majesty's Inspector

Maria Roberts

Ofsted Inspector

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