



**The Haven CE / Methodist Primary
School, Eastbourne**

Diocese of Chichester

Statutory Inspection of Anglican Schools

Inspection Report



Date of inspection:	10 - 11 January 2011
Name of inspector:	Anne Hanney
NS inspector's number:	452
School address:	The Haven CE / Methodist Primary School Atlantic Drive Sovereign Harbour South Eastbourne BN23 5SW
Unique reference number:	131381
Status:	Voluntary Aided
Number on roll:	244
Age range of pupils:	4-11
LA:	East Sussex
Name of chair of governors:	Vaughan Schulze
Name of headteacher:	Wendy Bray
Date of previous inspection:	November 2007

Description of the school

The CE / Methodist foundation of the Haven school is unique within Sussex. It was created as a one-form entry primary school and an additional Reception class was added in September 2010 due to the high level of demand for places. In consultation with the Local Authority the school is considering the possibility of expanding to become two-form entry from September 2012. Most pupils live in its immediate, diverse catchment area. The vast majority of pupils are of White British heritage. The proportion of pupils with special needs is above the national average. The Haven Church meets at the school.

Summary judgement

The distinctiveness and effectiveness of The Haven CE / Methodist Primary School, Eastbourne as a Church of England school are outstanding.

The school promotes very good relationships within teaching and learning and pupils thrive in an environment where their individual contributions are highly valued. The headteacher and deputy headteacher provide very strong leadership and work in effective partnership with the staff, governors, local community and the Haven Church. Significant progress has been made in all areas of the development of the Haven as a Church school since the last inspection.

Grade: 1

Established strengths

- The very strong Christian ethos.
- The outstanding leadership of this Church school.
- The very high standards of Collective Worship.

Focus for development

- To ensure that the existing systems for assessment in RE are used to inform future planning to meet the individual needs of pupils.
- To encourage greater involvement by pupils in the planning and leadership of Collective Worship.

The school meets the statutory requirement for Collective Worship	Yes
The school meets the statutory requirement for Religious Education	Yes

The school, through its distinctive Christian character is outstanding at meeting the needs of all its learners.

Through its mission statement 'God in all we do' the school promotes a very strong Christian ethos that is at the heart of school life, permeating all areas of teaching and learning. A very large majority of parents think that the Christian ethos is important. One said that the school leaders believe in the mission statement and that it is a 'statement of their faith'. Pupils behave very well and relationships throughout the school are excellent. The care for the individual and the opportunities created to celebrate self worth are outstanding: 'My Good News' interactive displays are prominent in the Early Years classrooms, new 'talking partners' are welcomed each week, Year 6 leavers feature in a book of stars, celebrating their unique talents. This results in children being confident learners making good academic progress. Vibrant and interactive displays explicitly celebrate the school's Christian foundation and demonstrate strong links between Religious Education (RE) and community cohesion. Pupils' Social, Moral, Spiritual and Cultural development (SMSC) is very good and demonstrated in the life of the school in a variety of ways. Pupils are enthusiastic in giving to charities such as 'love in a box'. Key Stage 1 children choose to be involved at lunchtimes to discover more about their new links with a school in Ethiopia. All classes have a reflective area that relates to their Church school foundation where prayer books written by the children are displayed and read regularly. Younger children can explain why they write prayers and express pride when these are included in their class book. The school council can articulate clearly that they are members of a Church school and that this is important to them. They explain the relevance of their school logo pointing out that it represents 'Jesus the light of the world', explaining that the anchor is like Jesus 'holding us firmly when we need him'. The school has gained the Bishop's Commendation for its impressive work on 'the fruits of the spirit' a linked project across a cluster of Church primaries and a secondary school.

Grade: 1

The impact of Collective Worship on the school community is outstanding.

Collective Worship is central to the life of the school and promotes key Christian values. Pupils say that they enjoy having different visitors to lead it. This was clear in the worship observed. The headteacher provides excellent plans and resources that ensure all leaders have a clear structure within which to work: 'This coherent plan helps one to know one's part within the scheme'. There is variety in the presentation of Collective Worship so that occasions can be fun, lively and peaceful and reflective. The school finds that this sustains pupil engagement. The newly appointed priest is working with the headteacher to plan future themes for Collective Worship. Pupils are very responsive and they can explain the reasons for different aspects of Collective Worship such as references from the Bible, prayer and time for reflection. They can say how this affects them: 'I like the peaceful time, it helps me to think'. The Lord's Prayer is said with confidence and accompanied movingly in sign language. Singing is of a high standard and pupils are keen to take responsibility: choosing and playing the CD in keeping with the theme for Collective Worship or spontaneously providing a prayer suitable for the occasion. The quality of Collective Worship is monitored regularly and pupils are encouraged to record their comments in a special review book. They would like to be more involved in planning and leading at this time. Staff attend and they are very good role models in demonstrating their enjoyment and respect for the occasion. Parents appreciate the opportunity to share in the school's Collective Worship and they comment on the integrity that is shown on such occasions as remembrance and nativity services.

Grade: 1

The effectiveness of Religious Education is good.

The school has made very good progress in RE since its last inspection. Through monitoring of lessons, planning, feedback from pupils and scrutiny of their work the RE leader ensures sustained pupil progress in the subject. Monitoring records and the lessons observed during the inspection show that most teaching in RE is good. Teachers' subject knowledge is good and lessons are presented in a variety of different ways to engage learners. Children demonstrate their enjoyment in RE for example: Early Years children have explored the story of Noah through a range of multi-sensory experiences. Key Stage 1 pupils considered their image in a secret mirror to understand each person's unique gifts. Within their learning about Islam, Year 6 pupils carried out research at home. The results displayed outside 'Diamond' class show very high levels of motivation. Pupils demonstrate understanding of and respect for diverse communities and this is promoted by visits to a local mosque and representatives of other faiths in the Eastbourne community are welcomed into lessons to share their experiences. Children's achievement in RE is good. Planning is in line with the scheme of work across all year groups. Teacher assessments are carried out at the end of each unit of study and moderated within staff training. The school intends to make further use of assessment to help plan to meet the needs of individual pupils. During lessons children are helped to assess their own work and that of others but they are not always sure about their levels of attainment. Marking encourages them to reflect on their learning in RE, but only some pupils respond in writing to their teacher's comments, which limit the impact of the marking. Reporting in RE is not in line with the practice for other core subjects and indicating the level a child has achieved in RE is an area for development.

Grade: 2

The effectiveness of the leadership and management of the school as a Church school is outstanding.

The headteacher and deputy head provide outstanding leadership of The Haven as a Church school. They clearly articulate their Christian vision for school and have a great deal of support from the staff and governors in promoting it. They ensure that there is recognition of the school's Christian ethos across all policies. There is an effective programme of self-review and evaluation, the outcomes of which impact strongly on school improvement. Governors are actively involved in the cycle of monitoring to support this process: they share in joint lesson observations, meet with pupils and look at their work in RE and across the curriculum, attend Collective Worship and consider its impact on the school community. Parents are consulted in annual questionnaires and the outcomes of consultations are well documented in the school's self review and used in school improvement planning. The school's leaders have brought about significant improvement in their Church school since the last inspection. Very good links exist between The Haven Church and the school and provide pastoral and spiritual support in promoting the school's Christian character. This special and effective partnership is enhanced by the use of the school hall for Sunday worship and classrooms accommodating the Sunday school. A display for church use on Sundays appears in the hall alongside those used by the school during the week.

Because of the dedication of those leading it, the school is developing very well as a Church school.

Grade: 1