

# East Preston Infant School

## Inspection report

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<b>Unique Reference Number</b>	125919
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	359965
<b>Inspection dates</b>	21–22 March 2011
<b>Reporting inspector</b>	Michael Pye

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	176
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire Sayers
<b>Headteacher</b>	Claire New
<b>Date of previous school inspection</b>	30 April 2008
<b>School address</b>	Lashmar Road Littlehampton West Sussex BN16 1EZ
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## Introduction

This inspection was carried out by three additional inspectors. They observed 10 lessons or parts of lessons, including a one-to-one intervention session. A total of six teachers were seen. Inspectors spoke to parents and held meetings with members of the governing body, pupils and staff. The inspectors observed the school's work and looked at data relating to pupils' attainment and progress. The school's development plan, lesson and curriculum plans, governing body documentation and school policies and procedures, particularly those relating to the health and safety and safeguarding of pupils were scrutinised. Inspectors also looked at completed questionnaires returned by staff and those from 44 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether teaching and the curriculum are sufficiently addressing the needs of boys in writing, girls in mathematics, summer-born children, and those pupils known to be eligible to free school meals.
- Whether leadership and management at all levels are sufficiently focused and rigorous when monitoring and evaluating, for example, boys' attainment and progress in writing.
- The extent to which the Early Years Foundation Stage is preparing the children for their later education, for example, boys' writing skills.
- Whether the school's high evaluation of its work regarding pupils' personal development and the impact of its behaviour policies is correct.

## Information about the school

The very large majority of pupils in this infant school come from a White British background. The next largest ethnic minority group are pupils from a Mixed White and Asian background. The proportion of pupils with special educational needs and/or disabilities is well below average, as is the number with a statement of special educational needs. The main groups have social, emotional and/or behavioural or moderate learning difficulties. A very small number speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below average. The Early Years Foundation Stage provision is provided in two Reception classes. The school holds the national Healthy School and Basic Skills awards.

There is an independent pre- and after-school club on the school site. It is subject to a separate inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides a good education for its pupils. It has many outstanding features, including the highly effective Early Years Foundation Stage, where children receive an excellent start to their education. One parent summed up the feelings of others when writing, 'I have watched my children go from strength to strength. I trust this school implicitly. They have a caring and nurturing ethos which shows in the children's learning.' Parents and carers therefore recognise the high quality care, support and guidance that the school provides. Using a wide range of strategies the school successfully lowers barriers to learning for pupils who find difficulties in coping with school life.

The school's self-evaluation in the area of pupils' personal development and behaviour is accurate. All pupils spoken to feel safe and the impact of the national award can be seen in their outstanding knowledge of healthy living. High numbers participate in the very good variety of sports clubs and in the annual 'Walk/Scoot to School' event. The well-above-average attendance rate reflects their enjoyment. Their spiritual, moral, social and cultural development is excellent. Pupils reflect in assemblies on various moral issues such as whether lying is acceptable under any circumstances. They adapt very well to different social contexts.

Teaching is good. Relationships are very strong and the pupils consequently want to do well and engage with their learning. This contributes to the well-above-average attainment levels for pupils at the end of Year 2 in 2010. Writing was above average. The gap between boys and girls is closing as a result of school actions, such as the introduction of new books and more strategies that encourage boys to write. Given their starting points, the level of attainment constitutes good progress for pupils, including those few from ethnic minority groups or for whom English is an additional language.

The highly focused leadership and management of the headteacher, ably supported by her experienced deputy, results in a real focus on improvement. Observations show that the number of outstanding lessons is rising. One parent commented, 'The school has moved on in many ways.' Pupils benefit from an excellent range of partnerships. Senior managers follow an embedded monitoring cycle and their evaluation is rigorous and accurate. In the foundation subjects, leaders are not yet using a full range of strategies to identify a deeper, strategic overview of attainment and progress, for example, of different pupil groups.

Development plans show relevant issues for improvement. However, they are insufficiently clear about how the subject area supports the priorities in the whole-school development plan, or use sufficiently refined objectives against which leaders can measure the success of the changes they introduce. Governors' monitoring, including visits and coordinator reports, helps them to contribute well to development planning. The current governing body lack sufficient training in interpreting attainment and progress data so that they can

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more deeply challenge the school. Effective leadership of English is illustrated when monitoring revealed inconsistencies in letter formation. Subsequent in-service training and staff guidance have resulted in improvements in writing. Reading is improving as a result of other school actions. Given all these factors, the school has a good capacity to sustain improvement.

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

- Sharpen the management skills of subject coordinators and governors through ensuring that:
  - the analysis of data, particularly in the foundation subjects, is always rigorous, and that they have a clear understanding of the attainment and progress of pupils and pupil groups across the school
  - action plans for an area of responsibility clearly show how they support the whole-school development plan, and have measurable success criteria against which the effectiveness of implementation can be judged
  - the governors have training in data interpretation.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils achieve well because they enjoy learning. In a Year 2 lesson pupils enthusiastically took part in showing their knowledge of linking sounds and letters whilst using images on an interactive whiteboard. Pupils are settled and are eager to learn; girls in a Year 1 mathematics lesson worked well when experimenting in counting in fives. Pupils behave well. They listen and respect each other's views. On occasions, when adults move on from overseeing group work, a minority of pupils lose concentration. Pupils make an outstanding contribution to their community. The eco group works diligently, showing high levels of understanding about recycling and electricity-saving issues. Particularly effective is the Year 2 contribution to the planning of their external area. Pupils react very positively when playing and sharing equipment outside in the very attractive school grounds.

In work observed, pupils' attainment is above average and their progress is good, given their well-below-expected levels on entry to Reception. Pupils, including high-attaining pupils, progress well. Girls do better than boys in reading and writing. However, in mathematics in 2010, at the end of Year 2, girls' attainment was equal to that of boys. This is not always the case and, as the school analysis shows, it is cohort related. This is similar for those pupils who are summer born and attained below expected levels in 2010. Those pupils known to be eligible for free school meals progress in line with their peers. As a consequence of good intervention work, whether one-to-one or group work, pupils with special educational needs and/or disabilities progress well.

The work carried out to earn the Basic Skills national award, together with pupils' attainment levels, including in information and communication technology (ICT), means that they are well prepared for their future.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Challenge in lessons comes from some good, targeted questioning by teachers, which, in turn, is a consequence of their secure subject knowledge. A Year 1 mathematics lesson demonstrated probing questioning that also allowed the teacher to make good on-going assessment of pupils' understanding. Teachers plan a good range of activities that address well the different learning styles of pupils. In a Year 2 art lesson, pupils used watercolours or had opportunities to develop information and communication technology (ICT) skills using graphics. Lessons have good pace. Pupils know what they are expected to learn because the teacher clearly explains the learning objective; this was seen in a Year 1 English lesson about information writing. In a very small minority of lessons the pupils lose concentration when the teacher 'leads the lesson' for too prolonged a period, missing opportunities for pupil involvement. Teachers use a good range of assessment data. This is effective in helping them to identify pupils requiring additional support. In most lessons such information is used well to plan work that challenges pupils of different abilities. On occasions, however, teachers emphasise the task rather than the learning expected of these pupils. Marking is regular and supportive and pupils know how to improve their work.

The good curriculum is increasingly meeting the needs of different groups of pupils, such as boys in writing. It has a number of strengths. Learning is made more real because links between subjects are well highlighted and practical activities that motivate pupils regularly

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take place. For example, a 'Lighthouses and Storms' topic involves the study of the historical figure of Grace Darling, of electricity and lights, a keeping safe theme and a visit to the beach, as well as visiting lifeboat representatives. Another positive aspect is the link being developed between the Key Stage 1 curriculum and the Early Years Foundation Stage approach to learning. In a Year 2 art and science lesson based on the Australia topic, drama as well as ICT activities took place. In addition, the pupils had opportunities in the external area to make pottery and draw patterns based on Aboriginal art. In some topic planning, there are missed opportunities to promote the ways in which the learning of different pupil groups can be challenged and to highlight how key vocabulary is progressed. The curriculum is further enhanced by a very good range of clubs, including gardening, sports and cooking, and a wide range of visits and visitors, including a carpenter.

Case studies relating to pupils who find learning difficult show the extremely pro-active and caring nature of the school with regard to pastoral care. It seeks an excellent range of external support and guidance for pupils and, where necessary, their parents or carers. Very regular assessment and progress reviews allow the school to quickly identify those requiring additional support. There is an excellent approach to providing the appropriate intervention for pupils, whether the need arises from a social, educational, mental or health difficulty. Pupils benefit very well from this targeted support work, often carried out by skilled teaching assistants. The impact of any intervention is very well tracked. Transition arrangements, whether into or out of the school or between years, are very impressive. For those pupils with special educational needs and/or disabilities there are individual 'Life Passports' which contain photographs and relevant personal information that eases transition and allows for the full and quick inclusion of such pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The outstanding leadership of the headteacher and her deputy has ensured that all staff effectively share the vision for improvement and high expectations. A returned questionnaire made clear that staff 'feel well supported and part of the team'. Innovative leadership has a positive impact in areas such as improving attainment levels, a curriculum that promotes skills, and the development of detailed performance review observation forms for teaching assistants. The senior management team monitor effectively through a good range of strategies, including observations and work scrutiny.

Since the last inspection improvements in assessment and tracking have raised the profile of the importance of the pupils' progress, in boys' writing, for example. This has led to

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more accountability and the positive reinforcement of equal opportunities. The effectiveness of the promotion of equal opportunity and the tackling of discrimination is good. Subject leaders, particularly those for English, mathematics and science, accurately identify very relevant development issues. For example, monitoring in mathematics has led to a consistent approach in the classroom to aspects such as displays, the use of number lines and other mathematical tools that benefit pupils' understanding. The school has correctly identified the inconsistencies between subject coordinators' monitoring of attainment, progress and development planning.

Safeguarding arrangements are good. Governors have a good oversight of safeguarding and equal opportunities policies and talk to the pupils to ensure compliance by the school. They carry out their statutory responsibilities well, including health and safety matters. Their understanding of assessment data limits them from providing more challenge, including that involving the progress of pupil groups.

Business links have brought benefits regarding the outdoor environment. Links with the locality include involvement in the church and the local council. Membership of the local cluster of schools has brought extensive benefits in terms of staff training and learning mentors, as well as the sharing of resources, including in sport.

Links with parents and carers are also outstanding. The work of the school to develop its information-rich virtual learning environment is particularly impressive. Parents and pupils have access to extensive information about school events and pupils' work and how parents can support their children's learning. Pupils' work, including the very atmospheric African landscape artwork, reflects the school's commitment to global community cohesion. This is complemented by links with a school in Sierra Leone. The school knows its locality very well but recognises the need to further develop links with a contrasting school in the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## Early Years Foundation Stage

Children enter Reception with skills and knowledge well below the expected levels in areas such as linking sounds and letters, reading, writing, aspects of personal development and numeracy. As a consequence of consistently good or better teaching and a very stimulating curriculum, the children make outstanding progress. By the time they leave Reception the children achieve above age-related expectations in all areas of learning. The children achieve so well because they thoroughly enjoy their schooling, relationships are extremely positive and they want to get involved in learning.

High levels of personal and social development are observed when the children have a free choice of activities. Boys share painting resources exceptionally well, while outdoors the children take turns to access the water and sand areas. Children literally dance and skip as they tackle the 'daffodil maze'. Teachers ensure the children know what they are expected to learn; they use unusual props like puppets to keep children's attention. The children are increasingly independent, accessing whiteboards and pens, and self-assessing at the end of a session that developed well their knowledge of how to link sounds and letters.

The environment is bright and stimulating. It is extremely well organised and children can move freely between the indoor and outdoor area. The curriculum allows for a very good level of child- or adult-initiated learning activities and planning gives exceptionally clear guidance to adults about what learning is expected from children using the 'outdoor classroom'. 'Awe and wonder' and language are very well developed when the children use microscopes linked to a computer to examine a sheep's fleece.

Exceptional leadership and management have overseen such very positive developments. Very effective transition arrangements include visits to nurseries and homes, as well as taster sessions and workshops for parents and carers. Parental links are extremely strong; they are clear about how their children are progressing and what they need to do to improve. This is because of the very good 'Next Steps in Learning' reports that are produced during the year, which clearly show the areas for development in the different areas of learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The number of questionnaires returned is broadly as expected for a school of this size. A very small minority of those parents who returned questionnaires express some concern about how well their children are prepared for their future. Inspectors found that

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transition arrangements are very effective and that the basic skill levels of pupils are good. A few had some concerns about behaviour but during the inspection this was judged to be good. A very small minority did not believe that the school takes account of their views. Inspectors found that arrangements such as questionnaires and the virtual learning environment provide very good opportunities for parents to express their views. The very large majority of parents completing the questionnaire believe that their child enjoys school and that leadership and management are effective. A similar proportion are happy with their child's experience at the school. All this is endorsed by the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Preston Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 181 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	75	9	20	1	2	1	2
The school keeps my child safe	30	68	13	30	0	0	1	2
My school informs me about my child's progress	22	50	19	43	2	5	1	2
My child is making enough progress at this school	25	57	17	39	1	2	1	2
The teaching is good at this school	23	52	19	43	1	2	1	2
The school helps me to support my child's learning	29	66	14	32	0	0	1	2
The school helps my child to have a healthy lifestyle	24	55	19	43	0	0	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	57	12	27	3	7	1	2
The school meets my child's particular needs	27	61	15	34	0	0	1	2
The school deals effectively with unacceptable behaviour	19	43	21	48	3	7	1	2
The school takes account of my suggestions and concerns	21	48	20	45	2	5	1	2
The school is led and managed effectively	26	59	16	36	1	2	1	2
Overall, I am happy with my child's experience at this school	32	73	10	23	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



23 March 2011

Dear Pupils

**Inspection of East Preston Infant School, Littlehampton, BN16 1EZ**

You may remember our recent visit to your school. Thank you for the warm welcome you gave us. You were eager to tell us about your school and we listened carefully. We believe yours is a good school. We also believe that it does some things extremely well. For example, your school works very well with people outside to help you in your learning. This includes working closely with your parents or carers to help you progress. The virtual learning environment is a very useful way in which information goes home. We especially liked the care and support you receive and how the children in Reception get off to an excellent start to their schooling.

You have an excellent knowledge of how to stay healthy and safe. Well done, and keep up with the walking and scooting to school! You are also involved so very well in taking decisions and helping others. The school council and eco-councillors work hard on your behalf and we liked the way they remind us not to waste paper and electricity. You told us that you get lots of exciting things to do. We saw how well your teachers provide opportunities for you to work outdoors. Well done to Year 2 pupils for their work that improved their outdoor area! We believe that your school grounds are lovely and Reception children obviously enjoy the 'daffodil maze'. You get on so well with the adults and are eager to learn. This helps you to make good progress in your work. You behave well in lessons, but, occasionally when the adults move away from your group, some of you lose concentration. You could help the adults by encouraging those pupils to keep working.

Your headteacher leads the school very well. All the adults want things to be even better. Those adults responsible for subjects are making many changes. We have asked that they, and the governors, look more deeply at how these changes affect your progress and to make sure that they are able to measure more accurately the effect of any changes they introduce. We have also asked that they show clearly how their subject area helps the whole school to develop.

Once again, thank you for your help, and we wish you all the very best for the future.

Yours sincerely

Michael Pye

Lead inspector

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