



West Hove Junior School

Inspection Report

Unique Reference Number 114403
LEA Brighton and Hove
Inspection number 279378
Inspection dates 4 October 2005 to 5 October 2005
Reporting inspector Jacqueline Ikin RISP

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

Type of school	Primary	School address	Portland Road
School category	Community		Hove
Age range of pupils	7 to 11		East Sussex BN3 5JA
Gender of pupils	Mixed	Telephone number	01273 388800
Number on roll	489	Fax number	01273 887768
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	6 June 2000	Headteacher	Mrs Teresa Rawlings (deputy)

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Introduction

The inspection was carried out by three inspectors.

Description of the school

West Hove Junior School is a large junior school catering for pupils aged from 7 to 11 on the edge of Hove. Four hundred and ninety eight pupils are on roll and there are four classes in each year group. The majority of pupils come from White British backgrounds but Indian, Bangladeshi, Pakistani and Black African heritages are also represented. The number of pupils who speak English as an additional language is a little above average. The number entitled to free school meals is broadly average, as is the number of pupils who have learning difficulties and disabilities. Fewer than average have a statement of need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The inspection findings are that the school provides its pupils with a satisfactory education and the school agrees with this. Most pupils, including those from minority ethnic groups and those with English as an additional language, make satisfactory progress and standards are above average. The teaching and learning are satisfactory. There are small pockets of good teaching, and reading is generally well taught. A lack of precision in the planning prevents most teaching from being good and some of the higher-attaining pupils do not always achieve as well as they should. Pupils who have difficulties with learning are given well planned support. The leadership and management of the school are satisfactory. The headteacher and assistant headteacher provide good pastoral leadership. They have successfully sustained a positive atmosphere for learning in the school and ensured a good level of care and support. The children make good progress in their personal and social development and their attitudes and behaviour are good. Most of the weaknesses in the last report have been put right but, as the school itself recognises, more needs to be done in assessment and target setting and in the use of the data that it collects to plan for improvements. The school has a sound basis for moving forward and gives satisfactory value for money.

Grade: 3

What the school should do to improve further

- increase the amount of good teaching and make assessment more precise to plan more effectively for the pupils' different needs, particularly those who are capable of high achievement
- make more rigorous use of data and other information to set challenging targets for pupils and review these regularly
- analyse the outcomes of its work to set the right priorities for further improvement.

Achievement and standards

Grade: 3

The school has maintained above-average standards in English and mathematics over the last four years. Standards in science have improved since the last inspection as a result of a greater emphasis on experimental work, and are now above average. Pupils' progress is satisfactory in relation to their starting points on entry to the school. In reading, they achieve well. They make the best progress in some Year 4 classes where there is very precise planning based on careful assessment. In other classes, progress is satisfactory as a result of the systematic use of national curriculum guidance. Most pupils reach the annual targets set for them, although these targets are not always challenging enough, particularly for those capable of attaining high standards.

Pupils who have disabilities or learning difficulties achieve satisfactorily in relation to their different needs, as do those pupils for whom English is an additional language.

Grade: 3

Personal development and well-being

Grade: 2

The pupils enjoy coming to school. They feel safe and well cared for. Attendance is satisfactory. The pupils say that they find lessons interesting and enjoyable, particularly when they have opportunities to experiment and to research. Their personal development, including their spiritual, moral, social and cultural awareness, is good. They appreciate the recent changes in the school's approach to managing their behaviour and think the new system of rewards is having a positive effect. It is demonstrated in the good behaviour of the vast majority. The school council gives all pupils a chance to contribute to their school and to 'have a say', for example, in suggesting ideas for rewarding good behaviour. Pupils adopt healthy lifestyles. They have a secure awareness of safety, such as when using equipment in science or physical education. Their good social skills, together with their basic competence in communication, literacy and numeracy, prepare them well for their future economic well-being.

Grade: 2

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory and some good teaching takes place. The good support given to pupils who are in the early stages of acquiring English as an additional language is successful in ensuring that they have access to the curriculum. In addition, the good attention given to the development of pupils' reading skills results in both boys and girls having an enthusiasm for books. The teaching of science has improved since the last inspection as has the setting of homework, both of which contribute to the standards that the pupils reach. The headteacher and assistant headteacher have rightly identified that planning for the wide ability range is a shortcoming in many classes and that this is limiting the progress that some pupils make, particularly those who are higher attainers. However, good planning occurs in some classes in Year 4, where the teachers use assessment effectively to build on previous learning and tailor the work to pupils' different needs. Though assessment has improved since the last inspection, the school recognises that more needs to be done. Except for some good practice in Year 4, the children do not receive clear enough guidance on how to improve their work. The school has identified that its procedures for keeping track of the pupils' progress by using all the data at its disposal are not yet rigorous enough. Grade: 3

Curriculum and other activities

Grade: 3

The school's planning ensures that pupils acquire the necessary basic skills in literacy, numeracy and information and communication technology and this soundly supports their learning in other areas of the curriculum. All the subjects the national curriculum are systematically taught.

The curriculum serves most pupils' needs well. The work and support provided to less able pupils, those with special educational needs and those for whom English is an additional language, allows them to make as much progress in relation to their abilities as others. However, at times the day-to-day work does not fully stretch the more able pupils.

A wide range of activities outside the classroom, such as educational visits and after-school clubs, gives pupils good, enjoyable opportunities to extend their learning. Good links with community cultural and sporting organizations, such as Brighton and Hove Albion soccer club, further enrich pupils' education. Grade: 3

Care, guidance and support

Grade: 3

This area is satisfactory and the majority of parents and carers also agree that it is. The school has strengthened its commitment to care for, guide and support all its pupils, including those with learning difficulties and disabilities and those for whom English is an additional language. Child protection procedures are good and pupils who are either at risk or vulnerable are quickly identified, carefully monitored and supported well. The school works successfully with outside agencies to help these pupils. Health and safety procedures are satisfactory, with regular checks made to reduce risk.

The good relationships and the approachability of staff contribute much to pupils' enjoyment of school and to their progress. Pupils are confident that they have an adult to turn to should the need arise. They feel listened to, trust their teachers, and know that they matter as individuals. The quality of feedback that pupils receive about how well they are doing with their school work varies across the school. Although it is good in some classes, in other classes pupils are not sufficiently aware of how they might do better in their work. As a result, they are a bit vague both about the specific steps they need to take to improve their work and whether they have achieved the targets that have been set for them.

Grade: 3

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The headteacher knows the pupils well and provides well for their personal development. Both he and the

assistant headteacher have successfully sustained the positive ethos within the school which contributes to pupils' positive attitudes to learning. Their leadership and management have contributed to standards being maintained since the last inspection. A good example of a recent enterprise to promote higher standards is the setting up of partnership with a local private school, initiated by the headteacher. Recent management decisions have improved provision for special educational needs and for pupils who speak English as an additional language and ensured that all pupils have equal access to learning.

The quality of the school's self-evaluation is satisfactory and provides the headteacher and senior staff with a broad overview of its main strengths and weaknesses. The headteacher and assistant headteacher are right to identify that these procedures should be sharper in order to move the school forward at a faster pace. A wide range of useful data is available but the school is not yet sufficiently rigorous in analysing it to raise achievement and standards further. The school increasingly consults with parents to get additional information about how it should improve. The recent 'inclusion survey', led by a parent governor, is a good example of this. Governors discharge their responsibilities satisfactorily and give effective pastoral support to the school but they now need more rigorous ways of monitoring and evaluation. A curriculum sub-committee has been set up for this purpose. The school's capacity for further improvement is satisfactory.

The school is well regarded in the local community and has good links with the church. It is developing closer links with the ethnic minority communities in the area.

Grade: 3

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

6 October 2005

Dear Pupils,

Thank you for all the help that you gave to us when we inspected your school. Your views on how well you behave and the way that the school helps you to learn were very useful to us. We were particularly pleased to know how much you enjoy school, especially doing tests and experiments in science lessons. We believe that this is helping you to reach higher standards. It was also good to hear how much you enjoy reading and doing your homework, and to see how well most of you behave in lessons and in the playground. As well as talking to you, we looked at your work and saw some of your lessons. We also talked to your headteacher and to some of your teachers and looked at how well they plan work for you and check how well you are doing. This helped us to decide that the school looks after you well. Many of you work hard. However some work is too easy for some of you and you do not always know what your targets are and what you need to do to make better progress. This is because it is not always explained to you as well as it should be.

To put these things right, we are asking your headteacher and teachers to check how well you are doing more regularly and to ensure that you all have work that you find interesting and which helps you to make good progress. We are also saying that the school needs to make better use of all the information that it collects about how well you are doing to work out how it can make things even better for you. You can help in all of this by continuing to behave well and to work hard.

Yours sincerely

Jacqueline Ikin Lead inspector